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OCT 3 1940

THE LIBRARY QUARTERLY



VOLUME X · OCTOBER 1940 · NUMBER 4
THE UNIVERSITY OF CHICAGO PRESS

THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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The Library Quarterly was established by the Graduate Library School of the University of Chicago, with the assistance of the Carnegie Corporation, to fill the need suggested by a committee of the American Library Association for a journal of investigation and discussion in the field of librarianship. It is published in January, April, July, and October by the University of Chicago at the University Press, 5750 Ellis Avenue, Chicago, Illinois. The subscription price is \$5.00 per year; the price of single copies is \$1.50, with the exception of the April, 1934, issue which is \$2.00. Orders for service of less than a full year will be charged at the single-copy rate. Postage is prepaid by the publishers on all orders from the United States, Mexico, Cuba, Puerto Rico, Panama Canal Zone, Republic of Panama, Dominican Republic, Canary Islands, El Salvador, Argentina, Bolivia, Brazil, Colombia, Chile, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Peru, Haiti, Uruguay, Paraguay, Hawaiian Islands, Philippine Islands, Guam, Samoan Islands, Balearic Islands, Spain, and Venezuela. Postage is charged extra as follows: for Canada and Newfoundland, 15 cents on annual subscriptions (total \$5.15), on single copies 4 cents (total \$1.54); for all other countries in the Postal Union, 25 cents on annual subscriptions (total \$5.25), on single copies 6 cents (total \$1.56). Patrons are requested to make all remittances payable to The University of Chicago Press in postal or express money orders or bank drafts.

The following are authorized agents:

For the British Empire, except North America, India, and Australasia: The Cambridge University Press, Bentley House, 200 Euston Road, London, N.W. 1, England. Prices of yearly subscriptions and of single copies may be had on application.

For Japan: The Maruzen Company, Ltd., Tokyo.

For China: The Commercial Press, Ltd., 211 Honan Road, Shanghai. Yearly subscriptions, \$5.00; single copies, \$1.50, with the exception of the April, 1934, issue which is \$2.00, or their equivalents in Chinese money. Postage extra on yearly subscriptions 25 cents, on single copies 6 cents.

Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply missing numbers free only when losses have been sustained in transit and when the reserve stock will permit.

Business correspondence should be addressed to The University of Chicago Press, Chicago, Ill.

Communications for the editors, manuscripts, and books for review should be addressed to the Managing Editor, THE LIBRARY QUARTERLY, Graduate Library School, University of Chicago, Chicago, Ill.

Applications for permission to quote from this journal should be addressed to The University of Chicago Press, and will be freely granted.

Entered as second-class matter January 2, 1931, at the post-office at Chicago, Illinois, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 26, 1925, authorized January 9, 1931.

[PRINTED
IN U.S.A.]

THE LIBRARY QUARTERLY

Volume X

OCTOBER 1940

Number 4

WHAT YOUNG PEOPLE WANT TO READ ABOUT

GEORGE B. MORELAND, JR.

THIS survey, based on Professor Waples' and Professor Tyler's reading study,¹ had its inception at a meeting of the readers' advisers of the Public Library of Washington, D.C. In a discussion concerning methods of improving book selection it was brought out that public librarians would be better able to select books if they had accurate and comprehensive data about the reading interests of the community. To one who was entering the field of work with young people (senior high school and beyond) it appeared worth while to investigate just what young people did want to read about in juxtaposition with what they were required to read and with what their elders—parents, teachers, and librarians—thought they should read.

Therefore this survey was made in two Washington senior high schools (Western and Roosevelt) and in Chevy Chase Junior College, a private girls' school situated in a suburb of Washington. More than sixty girls and sixty boys from each of the three classes of the high schools were given check lists,² over seven hundred and twenty thus being included, to which should be added eighty from Chevy Chase Junior College, making a total of more than eight hundred check lists filled out.

¹ Douglas Waples and Ralph W. Tyler, *What people want to read about* (Chicago: American Library Association and University of Chicago Press, 1931).

² See Exhibit A, pp. 478-83.

There are some advisers to young people who by intuition and long experience in the field know exactly the reading interests of the young people with whom they deal. Yet even to them the results of this survey may be of interest in that their preconceived evaluations will be confirmed by actual tabulations and compilations. To others it is hoped the survey will prove of some value in future determination of book selection. It deals only with contemporary nonfiction, thus excluding fiction, poetry, humor, topics of a technical nature, and articles dealing mainly with historical phases of a topic.

When the idea of a survey was presented for approval to Miss Clara Herbert, assistant librarian at the Public Library of Washington, D.C., its value was based on the following optimistically anticipated results:

1. It would determine a basis upon which to select books of greater interest and value to the young people of the community
2. It would define and evaluate the socially important topics which students were interested in reading about and the topics they were not interested in reading about; the former would provide a basis for book selection and the latter would indicate objectives toward which the educational efforts of the library and the schools might be directed over a period of years
3. It would determine the relative circulation of books chosen with reference to the interest patterns of the students as compared with books chosen arbitrarily
4. It would bring about closer *rapprochement* between school and library
5. It would give to all readers' advisers (whether or not they were dealing with this particular age group) practical knowledge of the reading interests of young people so that service to the group might be increasingly effective

It is not the object here to go into a detailed discussion of the methods used in determining the form of the check list or to enlarge upon a brief statement of the fundamental concept of the study. Anyone interested in the mechanics of the survey may obtain full information by consulting the Waples and Tyler book.³ Suffice it for this report to state that their check list Form C was used with two insignificant changes. The topics on this check list (a short form requiring participation by at

³ *Op. cit.*, pp. 198 ff.

least sixty individuals in each group) were the result of examining five volumes of the *Reader's digest* and two volumes of the *Reader's guide to periodical literature* (1919-28) by which examination were chosen the 117 topics which appeared most often in the period. No doubt interests have changed since that time, but more in degree than in kind. War, for instance, though a topic of interest in 1931 was not as all pervading a thought as at present. On the other hand, prohibition and temperance were of paramount interest then, whereas they have declined considerably since, though they are still subjects of importance. It was reasonable to suppose that by and large the check list of 1931 was a sound basis for a survey in 1939 (the date of the initiation of this survey).

Roosevelt and Western high schools were chosen because of their proximity to the newest branches of the public-library system of Washington, D.C. Roosevelt is on the same property as the Petworth Branch which opened January 30, 1939 (after the survey was taken). Western is two blocks from the Georgetown Branch, which opened October 4, 1935. These two branches are the only ones where there is an adviser for young people, Miss Mary L. McCulloch being in charge of that work at Georgetown. Chevy Chase Junior College was chosen because its students come from all sections of the United States, thus allowing a comparison of the interests of young people in a particular community with those of the whole country.

The check lists were marked at the same time by the different groups in the schools, adequate opportunity for so doing being allotted by the principals of the schools. In only three instances in the whole survey was it evident that the check lists were not filled out in a serious manner. This would seem to speak well not only for the interest of the check list itself but also for the character of the students checking it. (Of course, this was one time in their educational lives when everyone was assured 100 per cent on a test.)

The method of tabulating the returns was simple enough though it entailed lengthy computations. Each check list was given a number for purposes of identification. Then the ratings

given each topic by the individual—very interesting (X), average interest (blank), or not interesting (0)—were entered opposite the number of the topic as 2, 1, or 0, respectively. The sixty or more entries of each of the 117 topics for the group were then added. These sums represented the group scores for the topics. When the group scores were arranged in order from highest to lowest, the 12 highest scores were placed in decile 1, the next 11 in decile 2, the next 12 in decile 3, the next 12 in decile 4, the next 12 in decile 5, the next 11 in decile 6, the next 12 in decile 7, the next 12 in decile 8, the next 11 in decile 9, and the last 12 in decile 10. These results were tabulated and are shown as Exhibit B on page 484.

Since the topics of most interest and those of least interest to each group should be of greatest concern to those dealing with young people, tables are appended giving this information. Exhibit C on page 487 lists topics of most interest to boys and girls together; Exhibit D on page 487, topics of most interest to girls; Exhibit E on page 488, topics of most interest to boys; Exhibit F on page 488, topics of least interest to boys and girls together; Exhibit G on page 489, topics of least interest to girls; and Exhibit H on page 490, topics of least interest to boys.

When it was revealed that one of the questions of most interest to both girls and boys dealt with international relations (how other nations feel toward the United States), an examination was made of the circulation of books dealing with this subject. At the Mount Pleasant Branch, where the annual adult circulation is greater than in seventeen libraries of cities with populations over 100,000, circulation records of pertinent books, without regard to readability, were examined. Over 55 per cent of the circulation of these books was to high-school students. Inasmuch as only 27 per cent of registered borrowers were of this age group, this was construed as confirming the interest pattern as shown by the survey. (None of the books were on the required reading lists of the high schools nor were there any courses studied closely connected with the topic.)

In view of these facts it would seem evident that sympathetic consideration by public librarians should be given to the subject

interests of young people in book selection. It is all very well to take the stand that one of the fundamental concepts of public librarianship is reading guidance and that therefore only books of high literary quality (or just literary quality without the qualifying "high") should be added to the library shelves. But, unless those selfsame shelves are well stocked with books of wide appeal to young people, the great majority of that age group are not going to be enticed into the library to be guided. With a movie just around the corner and a drug store on the corner with its wide assortment of magazines and the usual "fiction-lover's rental library," it behooves public librarians to meet the competition. And the only way to meet it is to buy widely the books and magazines which are of interest to young people. If young people in urban centers are not interested in nature (as indicated by the survey—see Exhibit B), there does not appear to be valid justification for the expenditure of any considerable public funds in the purchase of books describing insect life, etc., no matter what great literary merit the books may possess per se. This is not to say that Thoreau's *Walden*, Fabre's *Insect life*, Williamson's *Twenty years under the sea*, etc., do not have a very definite place in a library. They undoubtedly have and probably always will have. But until there is a plentiful supply of books and magazines available dealing with personality, war, aviation, criminology, hobbies, sports, etc.—all subjects of permanent interest as indicated in Exhibit B—the Maeterlincks and Fabres should be purchased sparingly and only in proportion to the demand for them which may be created by the librarian. On the other hand, the strings to the library book fund should be loosened to allow for purchase of books that in themselves may not be literary masterpieces but which contain material young people want to know about. The efforts of librarians in book selection should be directed more to the purchase of readable books on subjects of interest to young people and less to the purchase based on a critical analysis of the literary qualities of the books without regard to the subject interest thereof. After all, if the library is a public one, it is supported by the people; the people have the right to expect to find

there a diversified collection on subjects which interest them, and public librarians have the duty to supply them.

In order that there may be no doubt of the validity of the subject interest as evaluated in this survey and in order to show the relative use by young people of books purchased on an arbitrary basis and of those purchased to meet demands as determined by the survey, the circulation of a number of titles in each category over a one-year period has been calculated.

TABLE 1
ONE-YEAR CIRCULATION RECORD OF SELECTED TITLES

Author	Title	No. of Copies Held	Circulation to High-School Students	Circulation to Others	Total Circulation
Thoreau.....	<i>Walden</i>	2	6	8	14
Fabre.....	<i>Life of the spider</i>	1	3	3	6
Fabre.....	<i>Sacred beetle</i>	1	0	2	2
Fabre.....	<i>Social life in the insect world</i>	1	1	2	3
Fabre.....	<i>More hunting wasps</i>	1	0	2	2
Maeterlinck.....	<i>Life of the bee</i>	1	1	3	4
Maeterlinck.....	<i>Pigeons and spiders</i>	1	1	1	2
Total.....		8	12	21	33
Collins.....	<i>Test pilot</i>	4	72	8	80
Lewis.....	<i>Sagittarius rising</i>	3	47	9	56
Total.....		7	119	17	136

At the Petworth Branch the following titles (among others) were on the shelves at the opening, January 30, 1939:

Thoreau, <i>Walden</i> (2 copies)	Fabre, <i>More hunting wasps</i>
Fabre, <i>Life of the spider</i>	Maeterlinck, <i>Life of the bee</i>
Fabre, <i>Sacred beetle</i>	Maeterlinck, <i>Pigeons and spiders</i>
Fabre, <i>Social life in the insect world</i>	Collins, <i>Test pilot</i> (2 copies)
	Lewis, <i>Sagittarius rising</i> (1 copy)

After the survey was completed additional copies of the latter two titles were purchased—two of each—so that they were available for circulation for one-half the year. In Table 1 is presented the circulation record as of January 30, 1940 (one year later), of all titles enumerated.

In explanation it should be mentioned that five of the eight titles which have been characterized (arbitrarily) as arbitrary purchases are on the home-reading list, which makes them acceptable as books to read for English and science courses in the District of Columbia high schools. On the other hand, only one of the two aviation titles—Lewis, *Sagittarius rising*—is so included, with the inevitable conclusion to be drawn that young people read the books because they really wanted to read them. As an additional evidence of the popularity of the two titles in question, it is to be remarked that many times they were not available upon request, and reservations for them were frequent. There should be some lesson in this to guide book selection in public libraries.

That subject interest has changed little among young people in a ten-year period is noteworthy. Comparing the results of the survey conducted by Dr. Waples in Evanston High School and in the University of Chicago High School in 1929 with this one (using the same questions), only a few changes in the pattern can be ascertained. A few of the major changes are herewith shown.⁴

TOPICS WHICH HAD GREATEST INTEREST IN BOTH 1929 AND 1939

(Decile Rating 1)

BOYS

- 23. How the next war may come upon us
- 24. How nations are preparing for war
- 43. How recent mechanical inventions work and how they are valuable
- 45. How modern science has made war terrible
- 49. What is happening in aviation?
- 83. How crimes are being detected and prevented?
- 109. What are the recent developments in sport?

GIRLS

- 21. How other nations feel toward the United States
- 57. How to enhance personal beauty
- 58. Why people behave as they do
- 59. What makes a personality
- 60. How to get along with other people
- 78. What places abroad are interesting

⁴ For a complete comparison see Exhibit I on p. 491.

TOPICS OF GREATEST INTEREST IN 1939 WITH
COMPARATIVE DECILE RATING IN 1929

(1939 Decile 1)

BOYS		1929 Decile
85. How our criminals are treated and with what success.....	3	
60. How to get along with other people.....	2	
107. How movies are made and what they may become.....	2	
13. What makes a good sportsman?.....	Not rated	

GIRLS		1929 Decile
114. What makes a successful marriage.....	2	
23. How the next war may come upon us.....	2	
72. How modern styles, manners, and conventions developed and where they are leading us.....	2	
107. How movies are made and what they may become.....	2	
83. How crimes are being detected and prevented.....	2	

TOPICS OF GREATEST INTEREST IN 1929 WITH
COMPARATIVE DECILE RATING IN 1939

(1929 Decile 1)

BOYS		1939 Decile
6. How scientists make their great discoveries.....	3	
42. How recent chemical inventions work and why they are valuable.....	2	
44. How recent electrical inventions work and why they are valuable.....	3	

GIRLS		1939 Decile
56. How to keep in good health.....	2	
80. Who the world's most interesting peoples are.....	2	
108. What is happening to the theater.....	2	

As shown on the last page of the check list, there were a number of questions the answers to which are of interest to all concerned with the reading interests of young people. The average number of hours spent by boys in reading outside of school assignments was five hours per week, while that of the girls averaged six hours, with the number of hours for younger boys and girls a little more than the average.

As indicating the sources from which the student obtained books and magazines, Table 2 is particularly interesting.

TABLE 2
PERCENTAGE OF STUDENTS USING DIFFERENT SOURCES FOR
OBTAINING BOOKS AND MAGAZINES

STUDENT GROUP	SOURCES USED			
	Public Library	School Library	Bookstores and Circulating Libraries	Friends
Western girls.....	86	44	48	48
Western boys.....	78	36	34	43
Roosevelt girls.....	32	45	39	35
Roosevelt boys.....	28	34	30	29
Chevy Chase Jr. Col.....		100	33	55

Since the opening of the Petworth Branch more than 1,200 students from Roosevelt have registered at the branch, slightly better than 50 per cent of the student body. Inasmuch as about

TABLE 3
MAGAZINES READ REGULARLY
Listed on the Basis of 30 as Top Score

Boys	Girls
<i>Life</i>.....30	<i>Reader's digest</i>.....30
<i>Saturday evening post</i>.....21	<i>Life</i>.....28
<i>Reader's digest</i>.....18	<i>Saturday evening post</i>.....26
<i>Collier's</i>.....12	<i>Good housekeeping</i>.....21
<i>Look</i>.....10	<i>Movie magazines</i>.....20
<i>Aviation magazines</i>.....10	<i>Collier's</i>.....12
<i>American</i>.....9	<i>American</i>.....10
<i>Popular mechanics</i>.....8	<i>Ladies home journal</i>.....10
<i>Popular science</i>.....7	<i>Liberty</i>.....8
<i>Cosmopolitan</i>.....7	<i>Cosmopolitan</i>.....7

30 per cent were already borrowers at other branches previous to the opening of Petworth, the percentage of Roosevelt students using the Public Library now (80 per cent) is approximately equal to that of Western students. (The nearest branch to

Roosevelt was Mount Pleasant, one and one-half miles distant and in the opposite direction to the homes of the majority of the students.)

The ten most widely read magazines are listed in Table 3. All but *Look*, *Cosmopolitan*, *Liberty*, movie magazines, and some of the aviation magazines are available at the Public Library.

Almost every student read one daily paper; a majority read at least two. In order of popularity the four Washington papers were rated as follows: (1) *Washington evening star*, (2) *Washington times herald*, (3) *Washington post*, and (4) *Washington news*.

The results of this survey are presented in the hope that they will be found of value to advisers to young people, to teachers, to school administrators, and to all others dealing with the youth of the land. Needless to say, the survey could not have been made without the use of Professor Waples' and Professor Tyler's stimulating and scholarly study. Grateful appreciation is also due the principals of the high schools, Dr. E. F. Newton and Miss M. P. Bradshaw, and to Mr. P. M. Bail, president of Chevy Chase Junior College, for their splendid co-operation. The administration office of the Public Library mimeographed the check lists.

EXHIBIT A

COPY OF FORM USED IN SURVEY

THE PUBLIC LIBRARY
Washington, D.C.

3 January 1939

WHAT DO YOU LIKE BEST TO READ ABOUT?

On the following pages you will find a list of questions discussed in magazines and books. The questions have to do with real things; they do not represent poetry or novels or stories, which you may like to read better. Also, the questions do not cover the books or articles that tell you how to do some particular thing, like flying an aeroplane, or making a dress, or hooking up a radio.

In order to show which questions you are most interested in reading about, please follow the directions below as carefully as you can.

Look over the entire list of questions rapidly, to get a general idea of what they are about. Then go back and consider each question in order. If the first question is one you think would be *very interesting* to read about, place

a cross (X) in the space to the left. If it seems to be of merely *average interest* or if you cannot easily decide whether it is interesting or not, do not mark it at all. If it is *not interesting*, mark it zero (0). Then do the same with the other questions. In general, the number of questions you do not mark at all (those of some but not much interest) should be about the same as those you mark X or 0.

A good way to decide whether a question is interesting or not is to ask yourself whether you would like to read about it right away, if you had at hand a book or magazine article about it. If you would, then mark it with an X, as interesting. If you are not sure, or if you would probably delay reading it for some time, leave it blank. But if you think you probably would not read about the question no matter how much time you had, then mark it 0, as not interesting.

(A cross [X] means *interesting*; no mark means *some interest but not much*; zero [0] means *not interesting*.)

I. Interesting Personalities

- 1. For what qualities are typical people important?
- 2. How people of legend and history really lived.
- 3. How well-known leaders of industry won their fame.
- 4. How successful business men and women made their success.
- 5. How great politicians and statesmen became great.
- 6. How scientists make their great discoveries.
- 7. Why certain artists and musicians are popular.
- 8. What some well-known authors are really like.
- 9. How successful actors and actresses win their publics.
- 10. Why educators and religious leaders have started world-movements.
- 11. How kings and queens and social leaders win renown.
- 12. Why certain soldiers and sailors became heroes.
- 13. What makes a good sportsman?

II. The United States Government

- 14. What government policies are questionable?
- 15. What problems of the federal government are most acute?
- 16. What are the issues in American party politics?
- 17. What are the troublesome problems of state and city governments?
- 18. How to improve our laws and our obedience to law.
- 19. What problems beset the American citizen?

III. Foreign Relations and Foreign Politics

- 20. Does the United States know how to manage its foreign affairs?
- 21. How other nations feel toward the United States.
- 22. How foreign governments meet their political problems.

IV. *War and Peace*

- 23. How the next war may come upon us.
- 24. How nations are preparing for war.
- 25. What movements for peace are accomplishing.

V. *Business Conditions*

- 26. How are business conditions in other countries?
- 27. How to develop and conserve our natural resources.
- 28. What makes industries prosperous?
- 29. What determines prices and costs of living?

VI. *Business Administration*

- 30. How big business is organized and directed.
- 31. How our foreign trade is developing.
- 32. How the money market behaves and how it affects investments.
- 33. How capital and labor can get together.
- 34. What are the present methods and values of insurance?
- 35. Are publicity and advertising worth the cost?
- 36. How marketing and sales methods have developed.
- 37. Is business becoming more or less crooked?
- 38. How various recent fortunes were made.
- 39. How to win personal success in business.
- 40. How to improve business management.

VII. *Values and Problems of Science*

- 41. How science helps society.
- 42. How recent chemical inventions work and why they are valuable.
- 43. How recent mechanical inventions work and why they are valuable.
- 44. How recent electric inventions work and why they are valuable.
- 45. How modern science has made war terrible.
- 46. How scientific facts and theories explain the world we live in.
- 47. How primitive man became civilized.

VIII. *Industrial Science*

- 48. How is the automobile industry developing?
- 49. What is happening in aviation?
- 50. What are the recent developments in farming?
- 51. What are the recent big achievements in engineering?
- 52. What recent changes have occurred in the mining and metal industries?
- 53. What are the recent gains in trades and manufacturing?

IX. *Health and Hygiene*

- 54. How medical progress affects public health.
- 55. How specific ills are prevented and cured.

- 56. How to keep healthy.
- 57. How to enhance personal beauty.

X. *Psychology*

- 58. Why people behave as they do.
- 59. What makes a personality?
- 60. How to get along with other people.
- 61. What methods of self-improvement are best?
- 62. What is successful living and how is it done?

XI. *Plant and Animal Life*

- 63. How plants live and how they are valuable.
- 64. How animals behave and how they are trained.
- 65. What has been learned about birds and insects.
- 66. What do we know about fish and marine life?

XII. *Social Changes and Social Problems*

- 67. What factors make for and against social progress?
- 68. Where is modern civilization headed?
- 69. What are the significant facts about American life today?
- 70. By what qualities are Americans best known?
- 71. How the status of women is changing.
- 72. How modern styles, manners, and conventions developed and where they are leading us.
- 73. What our political, social, and fraternal organizations are doing.
- 74. How problems of social welfare are being met.
- 75. What are the problems of modern city life?
- 76. What are the problems of rural life?

XIII. *Peoples and Places*

- 77. How exploring expeditions are organized and why.
- 78. What places abroad are interesting?
- 79. Where to find interesting places in the United States.
- 80. Who are the world's most interesting peoples?
- 81. How customs vary in different countries and periods.

XIV. *Crime*

- 82. How criminals commit their crimes.
- 83. How crimes are being detected and prevented.
- 84. How to improve our courts and court procedure.
- 85. How our criminals are treated and with what success.
- 86. What are the results of excessive drinking?

XV. *Sex*

- 87. What about our public morals?
- 88. How modern problems of marriage and divorce are being dealt with.

- 89. What are the facts concerning eugenics and birth control?
- 90. Do men treat women fairly in business and in the professions?

XVI. Education

- 91. What do we know about the training of young children?
- 92. What important changes are taking place in elementary and secondary education?
- 93. What is happening to the college and higher education?
- 94. How vocational training reduces the number of misfits.
- 95. Should adults go on learning, and how?
- 96. What is the meaning of culture?

XVII. Religion

- 97. What is the place of religion in the world today?
- 98. Why and how is the church being criticized?
- 99. How superstitions and beliefs may be explained.

XVIII. Literature and the Arts

-100. What are the good and bad effects of reading?
-101. How modern writers write.
-102. What are the policies and effects of the modern newspapers?
-103. How language and conversation are changing.
-104. How arts and art crafts are practiced and enjoyed.
-105. How American buildings and cities might be made more artistic.
-106. How great music is produced and what great music does.
-107. How movies are made and what they may become.
-108. What is happening to the theater?

XIX. Recreation

-109. What are the recent developments in sports?
-110. How to enjoy travel and outdoor life, and why.
-111. How people spend their leisure and why they like their particular hobbies.

XX. The Home

-112. How to get along with relatives.
-113. How parents should and should not treat their children.
-114. What makes a successful marriage?
-115. How to make the home garden a success.
-116. How to care for the family car.
-117. How to improve methods of household management and food preparation.

DATA BLANK*

Please supply the following information:

1. Your name and address.....
2. Your age.....
3. Male or female.....
4. How many years of schooling have you actually completed?
.....grades,years high school,years college.
5. In what department or subject have you done most of your college work?
.....
6. What is your father's occupation?.....
7. Where have you lived most of your life?large city,suburb
of large city,small city,small town,country.
8. About how much time do you spend each *week* in reading things you do
not have to read on account of your daily school assignment?
.....less than 1 hour,from 1 to 2 hours,from 2 to 4 hours,
.....from 4 to 8 hours,from 8 to 12 hours,more than
12 hours.
9. Where do you get your books or magazines?

From	From
.....book clubs	.....friends
.....public libraries	.....special reference libraries
.....book stores	.....
.....school or college libraries	.....
.....circulating or rental libraries	.....
.....club libraries	.....
10. List below the titles of all the books you read last week.
Write the name of the libraries they came from, if you read any library
books.

Books	Libraries
.....
.....
.....
.....
11. What magazines do you read most regularly each month?.....
12. What newspapers do you read daily?.....

Please be sure to fill out this page.

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* Data blank was the last page of the mimeographed questionnaire.

EXHIBIT B

SUMMARY TABLE SHOWING INTEREST RATINGS BY EACH
OF 13 GROUPS ON EACH OF 117 TOPICS*

INTERESTS	RATINGS BY GROUPS												
	Western H.S.—Boys—Soph.	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Soph.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	Western H.S.—Girls—Soph.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Soph.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Cherry Chase Jr. Coll.—Girls
I. Interesting personalities													
1. Typical personalities.....	10	10	10	10	10	10	8	8	7	9	9	8	7
2. People of legend and history.....	6	4	3	7	5	6	7	3	3	3	3	3	3
3. Captains of industry.....	5	5	4	5	6	7	6	8	7	5	5	5	7
4. Successful business men and women.....	6	7	8	5	5	7	7	7	8	7	8	6	7
5. Statesmen and politicians.....	7	7	8	7	7	10	9	8	8	10	7	6	7
6. Scientists.....	3	3	1	3	3	3	5	5	4	6	4	6	3
7. Artists and musicians.....	3	7	8	7	7	9	8	5	4	4	6	5	3
8. Authors.....	7	7	8	7	7	7	4	3	3	6	4	3	5
9. Actors and actresses.....	7	8	9	6	5	6	3	3	3	2	2	3	5
10. Educators and religious leaders.....	10	9	9	10	10	10	10	10	8	10	10	9	9
11. Royalty and social leaders.....	10	10	10	10	10	10	8	8	8	8	8	9	8
12. Military and naval heroes.....	2	2	2	2	1	4	7	7	6	8	8	9	9
13. Sportmen.....	1	1	1	1	1	1	7	6	4	7	7	6	7
II. United States government													
14. Criticisms of government policies.....	7	6	6	6	6	6	8	8	8	8	9	8	6
15. Problems of federal government.....	8	7	7	8	8	8	7	7	6	8	7	9	6
16. Party politics.....	8	9	9	8	8	8	10	10	8	10	10	9	7
17. Problems of city government.....	6	7	6	6	6	6	7	8	7	7	7	6	6
18. Laws and legislation.....	5	4	3	5	5	6	6	5	4	6	5	6	5
19. Citizenship.....	4	5	5	4	5	4	4	4	6	4	3	3	3
III. Foreign relations and foreign politics													
20. United States' foreign affairs.....	4	4	5	3	3	3	5	5	5	4	4	4	4
21. International attitudes.....	3	1	1	2	1	1	1	1	1	1	1	1	1
22. Foreign politics.....	7	7	8	7	7	7	8	8	8	8	8	7	8
IV. War and peace													
23. The next war.....	1	1	1	1	1	1	1	1	3	2	1	1	1
24. Preparedness.....	1	1	1	1	1	1	3	3	3	4	4	5	3
25. Peace movements.....	3	3	5	2	3	1	3	2	3	2	3	2	1
V. Business conditions													
26. Business conditions abroad.....	8	8	8	8	9	9	9	10	10	8	7	8	9
27. Natural resources.....	4	3	2	4	3	4	6	6	6	6	5	7	7
28. Industrial conditions.....	7	7	7	7	7	7	9	10	10	8	9	8	9
29. Prices and costs of living.....	5	4	5	5	4	4	5	5	5	5	6	3	4
VI. Business administration													
30. Organization and administration of big business.....	6	7	7	6	7	7	10	9	9	10	10	9	7
31. Foreign trade.....	6	6	6	7	7	7	7	8	7	6	6	7	6
32. The money market.....	10	10	9	10	10	10	10	10	10	10	10	10	9
33. Labor and the labor market.....	7	7	6	7	8	8	9	9	9	8	8	9	8
34. Insurance.....	8	8	7	8	8	9	10	9	10	10	10	9	9
35. Advertising and publicity.....	4	5	4	4	4	4	6	6	7	5	5	3	5
36. Sales methods.....	10	10	10	10	10	9	10	10	10	10	10	10	10
37. Business ethics and business frauds.....	3	3	3	2	2	2	3	3	3	2	2	2	7
38. Business ventures.....	6	6	5	6	5	6	6	6	6	6	6	6	4
39. Personal success in business.....	3	4	4	2	3	2	4	4	5	3	3	3	5
40. Business management.....	5	5	6	6	5	6	8	9	9	8	8	7	8

* To read the ratings, bear in mind that 1 is highest and 10 is lowest in group interest.

EXHIBIT B—Continued

	RATINGS BY GROUPS												
INTERESTS	Western H.S.—Boys—Soph.	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Soph.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	Western H.S.—Girls—Soph.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Soph.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Chey Chase Jr. Coll.—Girls
VII. <i>Values and problems of science</i>													
41. Social values of science.....	3	3	3	3	3	3	6	6	6	6	5	7	4
42. Chemical inventions.....	3	3	3	3	3	3	7	7	8	8	8	10	9
43. Mechanical inventions.....	1	1	1	1	2	1	9	10	10	10	9	10	9
44. Electrical inventions.....	2	3	3	3	3	3	8	9	9	9	8	10	9
45. Science and warfare.....	1	1	1	1	1	1	4	4	5	3	3	4	2
46. Facts and theories of pure science.....	4	5	4	4	3	3	6	6	7	7	6	8	5
47. Facts about mankind.....	5	4	4	5	5	5	4	5	4	4	3	5	5
VIII. <i>Industrial science</i>													
48. Developments in automobile industry.....	6	6	6	5	4	4	9	9	9	10	10	9	10
49. Developments in aviation.....	1	1	1	1	1	1	5	5	4	4	5	7	3
50. Developments in farming.....	10	10	10	10	10	9	10	10	10	10	10	10	10
51. Engineering.....	4	3	3	4	4	4	10	10	10	10	10	10	10
52. Mining and metal industries.....	8	8	7	8	9	8	10	10	10	10	10	10	10
53. Trades and manufacturing.....	10	10	10	10	10	10	10	10	10	10	10	10	10
IX. <i>Health and hygiene</i>													
54. Public health and medical progress.....	5	5	5	5	5	5	4	4	4	3	3	4	3
55. Prevention of specific ills.....	4	4	4	4	4	4	2	3	2	4	4	4	2
56. Personal hygiene.....	2	2	3	2	1	1	2	2	2	2	2	2	2
57. Personal beauty.....	9	9	9	9	9	9	1	1	1	1	1	1	1
X. <i>Psychology</i>													
58. Human nature and intelligence.....	2	2	3	2	3	3	1	1	2	1	1	1	1
59. Personal qualities analyzed.....	3	3	4	2	2	2	1	1	1	1	1	1	1
60. Getting along with other people.....	1	2	3	1	1	1	1	1	1	1	1	1	1
61. Self-improvement.....	6	6	5	5	5	6	2	3	2	3	4	3	1
62. The successful life.....	5	5	6	5	5	5	3	3	3	4	4	3	1
XI. <i>Plant and animal life</i>													
63. Plant life.....	9	10	9	9	10	9	9	10	9	10	10	10	10
64. Animals.....	8	9	5	9	8	9	5	5	5	6	6	7	10
65. Birds and insects.....	10	10	9	10	10	10	10	9	9	9	9	10	8
66. Marine life.....	10	9	8	10	10	10	10	10	10	9	8	10	10
XII. <i>Social changes and social problems</i>													
67. Theories about social progress.....	10	10	10	10	10	10	9	9	9	8	9	8	8
68. Modern civilization.....	3	3	2	3	4	4	4	4	3	4	3	5	1
69. Comments on modern America.....	8	7	7	8	7	9	8	7	8	7	7	8	6
70. Characteristics of the American.....	4	4	3	4	4	4	2	2	1	3	3	4	1
71. Changing status of women.....	8	7	6	8	7	9	3	2	2	2	2	1	4
72. Modern styles.....	7	7	6	8	8	8	1	1	1	1	1	1	2
73. Organizations—social.....	10	9	8	10	9	10	7	8	7	9	9	8	8
74. Social-welfare problems.....	9	8	8	9	9	10	8	8	8	9	9	8	7
75. Problems of the city.....	8	8	6	7	8	7	7	7	7	7	7	7	9
76. Rural problems.....	10	9	8	10	9	10	7	8	7	9	9	8	9

EXHIBIT B—Continued

	RATINGS BY GROUPS												
INTERESTS	Western H.S.—Boys—Soph.	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Soph.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	Western H.S.—Girls—Soph.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Soph.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Cherry Chase Jr. Coll.—Girls
XIII. <i>Peoples and places</i>													
77. Exploration and discovery . . .	4	3	2	4	4	4	8	9	9	7	7	9	9
78. Interesting places abroad . . .	5	5	6	4	3	3	1	1	1	2	2	2	2
79. Interesting places in the U.S. . .	5	5	6	4	3	3	1	1	1	4	4	4	3
80. Interesting peoples . . .	5	7	6	6	5	5	2	2	2	3	3	3	3
81. Customs of other days . . .	7	7	6	6	6	6	2	2	2	3	3	5	4
XIV. <i>Crime</i>													
82. Crimes . . .	1	1	1	2	2	3	3	2	4	1	1	4	3
83. Detection and prevention of crime . . .	1	1	1	1	1	1	1	1	1	2	1	3	1
84. Administration of justice . . .	3	3	3	3	3	3	6	6	6	7	7	8	8
85. Criminals and their treatment . . .	1	1	1	1	1	1	5	4	6	7	6	6	3
86. Evils of drinking . . .	3	3	3	3	3	3	6	6	6	7	6	6	6
XV. <i>Sex</i>													
87. Public morals . . .	3	3	3	3	2	2	3	4	4	3	3	2	3
88. Comments on marriage . . .	4	4	4	4	5	5	2	2	2	3	3	2	2
89. Eugenics and birth control . . .	3	3	3	3	1	1	4	4	4	4	3	2	2
90. Attitudes—men versus women . . .	6	7	9	6	5	5	3	3	3	3	4	3	6
XVI. <i>Education</i>													
91. Child-training . . .	8	9	9	7	8	7	5	5	5	6	6	5	2
92. Elementary education . . .	9	9	9	9	9	8	8	8	8	8	8	8	10
93. College and higher education . . .	4	5	4	4	4	4	5	5	5	7	6	6	4
94. Vocational guidance . . .	7	8	8	6	4	6	6	6	6	7	7	4	8
95. Adult education . . .	5	5	6	6	6	4	7	7	7	7	7	5	7
96. The meaning of culture . . .	7	7	7	7	8	8	5	5	4	6	6	4	3
XVII. <i>Religion and beliefs</i>													
97. Religion today . . .	6	6	7	6	5	5	4	4	4	3	2	3	4
98. Criticism of the church . . .	6	7	7	6	6	7	7	6	6	5	3	4	5
99. Superstitions and beliefs . . .	5	5	4	6	6	6	5	4	5	2	1	4	6
XVIII. <i>Literature and the arts</i>													
100. The use and abuse of reading . . .	7	7	7	7	7	7	6	5	7	4	4	5	8
101. Writers and writing . . .	9	9	10	9	9	9	8	7	8	6	6	7	7
102. The reporter and the press . . .	6	5	4	5	6	6	6	6	6	7	7	7	5
103. Art of conversation . . .	7	8	8	7	6	7	5	5	5	5	5	6	5
104. Arts and art crafts . . .	9	8	7	9	8	10	9	8	7	8	8	9	9
105. Civic beauty . . .	8	7	7	8	8	7	7	8	7	8	7	9	10
106. Music . . .	7	8	7	8	7	8	6	5	5	5	5	6	5
107. Motion pictures . . .	1	1	2	1	2	2	1	1	1	1	1	1	1
108. The theater . . .	6	5	5	6	7	7	3	2	3	1	2	1	3
XIX. <i>Recreation</i>													
109. Sports . . .	1	1	1	1	1	1	3	3	3	4	5	5	6
110. Travel and outdoor life . . .	2	2	2	2	1	1	3	3	3	4	4	3	4
111. Hobbies . . .	2	2	2	2	2	2	2	2	2	2	4	1	6
XX. <i>The home</i>													
112. Getting along with relatives . . .	8	8	9	7	8	7	4	4	5	3	2	6	8
113. Parents and children . . .	5	5	5	5	5	6	2	2	3	2	2	2	2
114. Successful marriage . . .	4	3	3	4	4	2	1	1	1	1	1	1	1
115. The home garden . . .	10	10	10	10	10	10	10	10	9	9	9	9	10
116. The family car . . .	3	4	5	3	3	2	9	9	9	9	9	10	10
117. Household management . . .	9	10	10	9	9	9	5	5	5	5	5	4	5

EXHIBIT C

SUBJECTS MOST INTERESTING TO BOYS AND GIRLS
IN ORDER OF DECREASING INTEREST

23. How the next war may come upon us.
60. How to get along with other people.
83. How crimes are being detected and prevented.
21. How other nations feel toward the United States.
107. How movies are made and what they may become.
58. Why people behave as they do.
59. What makes a personality?
56. How to keep healthy.
25. What movements for peace are accomplishing.
79. Where to find interesting places in the United States.
82. How criminals commit their crimes.
114. What makes a successful marriage?
37. Is business becoming more or less crooked?
24. How nations are preparing for war.
45. How modern science has made war terrible.
111. How people spend their leisure and why they like their particular hobbies.
109. What are the recent developments in sports?
110. How to enjoy travel and outdoor life, and why.

EXHIBIT D

SUBJECTS MOST INTERESTING TO GIRLS
IN ORDER OF DECREASING INTEREST

- *21. How other nations feel toward the United States.
- *57. How to enhance personal beauty.
- *59. What makes a personality?
- *60. How to get along with other people.
- *114. What makes a successful marriage?
23. How the next war may come upon us.
58. Why people behave as they do.
72. How modern styles, manners, and conventions developed and where they are leading us.
107. How movies are made and what they may become.
83. How crimes are being detected and prevented.
78. What places abroad are interesting?
25. What movements for peace are accomplishing.
56. How to keep healthy.
113. How parents should and should not treat their children.

* Nos. 21, 57, 59, 60, and 114 were equal in interest.

- 71. How the status of women is changing.
- 108. What is happening to the theater?
- 79. Where to find interesting places in the United States.
- 88. How modern problems of marriage and divorce are being dealt with.
- 37. Is business becoming more or less crooked?
- 61. What methods of self-improvement are best?
- 82. How criminals commit their crimes.
- 9. How successful actors and actresses win their public.

EXHIBIT E

SUBJECTS MOST INTERESTING TO BOYS
IN ORDER OF DECREASING INTEREST

- *13. What makes a good sportsman?
- *23. How the next war may come upon us.
- *24. How nations are preparing for war.
- *45. How modern science has made war terrible.
- *49. What is happening in aviation?
- *83. How crimes are being detected and prevented.
- *85. How our criminals are treated and with what success.
- *109. What are the recent developments in sports?
- 43. How recent mechanical inventions work and why they are valuable.
- 60. How to get along with other people.
- 107. How movies are made and what they may become.
- 21. How other nations feel toward the United States.
- 82. How criminals commit their crimes.
- 110. How to enjoy travel and outdoor life, and why.
- 56. How to keep healthy.
- 79. Where to find interesting places in the United States.
- 37. Is business becoming more or less crooked?
- 111. How people spend their leisure and why they like their particular hobbies.
- 12. Why certain soldiers and sailors became heroes.
- 41. How science helps society.
- 6. How scientists make their great discoveries.
- 25. What movements for peace are accomplishing.

EXHIBIT F

SUBJECTS LEAST INTERESTING TO BOYS AND GIRLS
IN ORDER OF INCREASING INTEREST

- 53. What are the recent gains in trades and manufacturing?
- 36. How marketing and sales methods have developed.

* Nos. 13, 23, 24, 45, 49, 83, 85, and 109 were equal in interest.

- 50. What are the recent developments in farming?
- 32. How the money market behaves and how it affects investments.
- 10. Why educators and religious leaders have started world-movements.
- 115. How to make the home garden a success.
- 65. What has been learned about birds and insects.
- 63. How plants live and how they are valuable.
- 66. What do we know about fish and marine life?
- 67. What factors make for and against social progress?
- 52. What recent changes have occurred in the mining and metal industries?
- 11. How kings and queens and social leaders win renown.
 - 1. For what qualities are typical people important?
- 16. What are the issues in American party politics?
- 34. What are the present methods and values of insurance?
- 73. What our political, social, and fraternal organizations are doing.
- 76. What are the problems of rural life?
- 26. How are business conditions in other countries?

EXHIBIT G

SUBJECTS LEAST INTERESTING TO GIRLS IN ORDER OF INCREASING INTEREST

- *32. How the money market behaves and how it affects investments.
- *36. How marketing and sales methods have developed.
- *50. What are the recent developments in farming?
- *51. What are the recent big achievements in engineering?
- *52. What recent changes have occurred in the mining and metal industries?
- *53. What are the recent gains in trades and manufacturing?
- 10. Why educators and religious leaders have started world-movements.
- 34. What are the present methods and values of insurance?
- 63. How plants live and how they are valuable.
- 66. What do we know about fish and marine life?
- 16. What are the issues in American party politics?
- 43. How recent mechanical inventions work and why they are valuable.
- 48. How is the automobile industry developing?
- 65. What has been learned about birds and insects.
- 115. How to make the home garden a success.
- 116. How to care for the family car.
 - 5. How great politicians and statesmen became great.
- 30. How big business is organized and directed.
- 28. What makes industries prosperous.
- 44. How recent electrical inventions work and why they are valuable.
- 33. How capital and labor can get together.
- 67. What factors make for and against social progress?

* Nos. 32, 36, 50, 51, 52, and 53 were equal in lack of interest.

EXHIBIT H

SUBJECTS LEAST INTERESTING TO BOYS
IN ORDER OF INCREASING INTEREST

- *1. For what qualities are typical people important?
- *11. How kings and queens and social leaders win renown.
- *53. What are the recent gains in trades and manufacturing?
- *67. What factors make for and against social progress?
- *115. How to make the home garden a success.
- 32. How the money market behaves and how it affects investments.
- 36. How marketing and sales methods have developed.
- 50. What are the recent developments in farming?
- 10. Why educators and religious leaders have started world-movements.
- 65. What has been learned about birds and insects.
- 66. What do we know about fish and marine life?
- 63. How plants live and how they are valuable.
- 73. What our political, social, and fraternal organizations are doing.
- 76. What are the problems of rural life?
- 117. How to improve methods of household management and food preparation.
- 101. How modern writers write.
- 16. What are the issues in American party politics?
- 26. How are business conditions in other countries?

* Nos. 1, 11, 53, 67, and 115 were equal in lack of interest.

EXHIBIT I*

COMPARATIVE DECILE RATINGS OF SUBJECT INTERESTS IN 1929 AND 1939†

INTERESTS	RATINGS BY GROUPS													
	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	U. of Chicago H.S.—Boys	Evanson H.S.—Boys—Jr.	Evanson H.S.—Boys—Sr.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Evanson H.S.—Girls—Jr.	Evanson H.S.—Girls—Sr.	
I. Interesting personalities														
1. Typical personalities.....	10	10	10	10	.....	0	8	8	7	9	8	6	5
2. People of legend and history.....	4	3	6	7	10	6	6	3	3	3	3	6	5	
3. Captains of industry.....	5	4	6	5	6	4	2	8	7	9	5	7	.....
4. Successful business men and women.....	7	8	5	5	.....	6	5	7	8	8	6	6	6
5. Statesmen and politicians.....	7	8	7	7	4	7	5	9	8	10	9	9	10	
6. Scientists.....	2	1	3	2	3	1	1	5	6	4	6	4	6	
7. Artists and musicians.....	8	8	9	8	8	0	0	4	4	6	5	4	3	
8. Authors.....	7	8	7	7	8	8	6	3	3	4	5	2	2	
9. Actors and actresses.....	8	9	5	6	.....	9	9	3	3	2	2	2	3
10. Educators and religious leaders.....	9	9	10	10	8	10	10	10	10	10	9	10	10	
11. Royalty and social leaders.....	10	10	10	10	10	10	10	8	8	9	9	9	9	
12. Military and naval heroes.....	2	2	1	4	1	2	3	7	6	8	8	7	7	
13. Sportsmen.....	1	1	1	1	.....	.....	6	4	7	6	.....	.....	.....
II. United States government														
14. Criticisms of government policies.....	6	6	6	6	3	6	5	8	8	9	8	9	8	
15. Problems of federal government.....	7	7	8	8	4	8	7	7	6	7	9	9	9	
16. Party politics.....	9	9	8	8	.....	5	7	10	10	10	9	9	.....
17. Problems of city government.....	7	8	5	5	5	7	6	8	8	7	6	8	7	
18. Laws and legislation.....	4	3	6	6	3	5	4	5	4	5	6	6	5	
19. Citizenship.....	5	4	5	4	7	3	4	4	6	3	3	5	4	
III. Foreign relations and foreign politics														
20. United States' foreign affairs.....	4	5	3	2	4	4	3	5	5	4	4	7	7	
21. International attitudes.....	1	1	1	3	2	2	1	1	1	1	1	1	1	
22. Foreign politics.....	7	8	7	7	5	9	8	8	8	7	7	9	9	
IV. War and peace														
23. The next war.....	1	1	1	1	2	1	1	1	2	1	1	2	2	
24. Preparedness.....	1	1	1	1	1	1	1	3	3	4	5	5	5	
25. Peace movements.....	2	5	1	2	3	4	3	2	2	2	2	5	4	
V. Business conditions														
26. Business conditions abroad.....	8	8	9	9	10	9	8	10	10	7	8	9	8	
27. Natural resources.....	3	2	3	4	5	3	2	6	6	5	7	8	8	
28. Industrial conditions.....	7	7	7	7	9	6	7	10	10	9	8	10	8	
29. Prices and costs of living.....	4	5	4	4	.....	5	4	5	5	6	3	3	5
VI. Business administration														
30. Organization and administration of big business.....	7	7	7	7	6	5	4	9	9	10	9	8	9	
31. Foreign trade.....	6	6	7	7	5	7	7	8	7	6	7	7	9	
32. The money market.....	10	9	10	10	5	6	5	10	10	10	10	8	8	
33. Labor and the labor market.....	7	6	8	8	8	8	8	9	9	8	9	10	8	
34. Insurance.....	8	7	8	9	8	10	10	10	9	10	10	10	10	
35. Advertising and publicity.....	5	4	4	4	4	5	3	6	7	5	3	7	4	
36. Sales methods.....	10	10	10	10	10	9	8	10	10	10	10	10	9	
37. Business ethics and business frauds.....	2	2	2	2	3	2	4	3	3	2	2	4	3	
38. Business ventures.....	6	5	5	6	8	5	6	6	6	6	6	6	6	
39. Personal success in business.....	4	4	3	2	3	4	4	4	5	3	3	7	8	
40. Business management.....	5	6	5	6	.....	7	5	9	9	8	7	8	8

* The Evanson and University of Chicago high-school groups reporting in 1929 are italicized for comparison with groups of the same sex and grade in two high schools of Washington, D.C., reporting in 1939.
 † Decile ratings for the University of Chicago and the Evanson high schools are taken from Douglas Waples and Ralph W. Tyler, *What people want to read about* (Chicago: American Library Association and University of Chicago Press, 1931), pp. 284-93.

EXHIBIT I—Continued

INTERESTS	RATINGS BY GROUPS													
	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	U. of Chicago H.S.—Boys	Evans H.S.—Boys—Jr.	Evans H.S.—Boys—Sr.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Evans H.S.—Girls—Jr.	Evans H.S.—Girls—Sr.	
VII. <i>Values and problems of science</i>														
41. Social values of science.....	3	2	2	3	6	5	4	6	6	5	7	7	6	
42. Chemical inventions.....	3	2	2	3	.....	1	1	7	8	5	10	2	7
43. Mechanical inventions.....	1	1	2	1	.....	1	1	10	10	9	10	8	8
44. Electrical inventions.....	3	2	3	3	.....	1	1	9	9	8	10	7	8
45. Science and warfare.....	1	1	1	1	1	1	1	4	5	3	4	2	3	
46. Facts and theories of pure science.....	5	4	3	3	7	2	3	6	7	6	8	5	4	
47. Facts about mankind.....	4	4	5	5	.....	4	6	5	4	3	5	3	5
VIII. <i>Industrial science</i>														
48. Developments in automobile industry.....	6	6	4	4	1	3	4	9	9	10	9	8	10	
49. Developments in aviation.....	1	1	1	1	1	1	1	5	4	5	7	1	2	
50. Developments in farming.....	10	10	10	9	9	9	10	10	10	10	10	10	10	
51. Engineering.....	3	2	4	4	2	2	2	10	10	10	10	10	10	
52. Mining and metal industries.....	8	7	9	8	.....	4	5	10	10	10	10	10	10
53. Trades and manufacturing.....	10	10	10	10	.....	9	9	10	10	10	10	10	10
IX. <i>Health and hygiene</i>														
54. Public health and medical progress.....	5	5	5	5	8	5	6	4	4	3	4	6	7	
55. Prevention of specific ill.....	4	4	4	4	3	7	7	3	2	4	4	5	6	
56. Personal hygiene.....	2	3	1	1	3	3	3	2	2	2	2	1	1	
57. Personal beauty.....	9	9	9	9	10	10	10	1	1	1	1	1	1	
X. <i>Psychology</i>														
58. Human nature and intelligence	2	3	3	3	6	4	3	1	2	1	1	1	1	
59. Personal qualities analyzed.....	3	4	2	2	7	3	1	1	1	1	1	1	1	
60. Getting along with other people.....	2	3	1	1	7	2	2	1	1	1	1	1	1	
61. Self-improvement.....	6	5	5	6	5	4	5	3	2	4	3	2	1	
62. The successful life.....	5	6	6	5	7	5	5	3	3	4	3	3	1	
XI. <i>Plant and animal life</i>														
63. Plant life.....	10	9	10	9	9	9	10	10	9	10	10	9	9	
64. Animals.....	9	5	8	9	8	4	4	5	5	6	7	5	6	
65. Birds and insects.....	10	9	10	10	10	8	10	9	9	9	10	9	10	
66. Marine life.....	9	8	10	10	2	6	6	10	10	8	10	9	9	
XII. <i>Social changes and social problems</i>														
67. Theories about social progress	10	10	10	10	.....	10	9	9	9	9	8	10	9
68. Modern civilization.....	3	2	4	4	6	3	3	4	3	3	5	2	3	
69. Comments on modern America	7	7	7	9	2	8	9	7	8	7	8	6	7	
70. Characteristics of the American.....	4	3	4	4	4	3	3	2	1	3	4	2	1	
71. Changing status of women.....	7	6	7	9	9	8	10	2	2	2	1	2	2	
72. Modern styles.....	7	6	8	8	9	7	9	1	1	1	1	1	2	
73. Organizations—social.....	9	8	9	10	10	9	9	8	7	9	8	9	10	
74. Social-welfare problems.....	8	8	9	10	.....	10	10	8	8	9	8	9	9
75. Problems of the city.....	8	6	8	7	4	8	6	7	7	7	7	6	6	
76. Rural problems.....	9	8	9	10	7	10	8	8	7	9	8	10	9	

EXHIBIT I—Continued

	RATINGS BY GROUPS													
INTERESTS	Western H.S.—Boys—Jr.	Western H.S.—Boys—Sr.	Roosevelt H.S.—Boys—Jr.	Roosevelt H.S.—Boys—Sr.	U. of Chicago H.S.—Boys	Evans H.S.—Boys—Jr.	Evans H.S.—Boys—Sr.	Western H.S.—Girls—Jr.	Western H.S.—Girls—Sr.	Roosevelt H.S.—Girls—Jr.	Roosevelt H.S.—Girls—Sr.	Evans H.S.—Girls—Jr.	Evans H.S.—Girls—Sr.	
XIII. Peoples and places														
77. Exploration and discovery...	3	2	4	4	5	1	2	9	9	7	9	4	7	
78. Interesting places abroad...	5	6	3	3	5	2	2	1	1	2	2	1	1	
79. Interesting places in the U.S.	2	2	2	1	1	2	2	1	1	4	2	1	2	
80. Interesting peoples...	6	6	6	6	7	3	2	2	1	3	2	1	1	
81. Customs of other days...	7	6	8	8	9	5	5	2	2	3	5	3	3	
XIV. Crime														
82. Crimes...	1	1	2	3	4	1	3	2	4	1	4	5	4	
83. Detection and prevention of crime...	1	1	1	1	1	1	1	1	1	1	3	3	2	
84. Administration of justice...	3	3	3	3	1	4	8	6	6	7	8	9	7	
85. Criminals and their treatment	1	1	1	1	2	2	4	4	7	2	4	5	4	
86. Evils of drinking...	3	3	3	3	2	3	3	6	6	6	6	6	5	
XV. Sex														
87. Public morals...	3	3	2	2	0	6	7	4	4	5	2	5	5	
88. Comments on marriage...	4	4	5	5	6	8	9	2	2	3	2	4	6	
89. Eugenics and birth control...	3	3	2	1	5	7	9	4	4	3	2	7	7	
90. Attitudes—men versus women	7	9	5	5	7	8	8	3	3	4	3	3	3	
XVI. Education														
91. Child-training...	9	9	8	7	8	10	10	5	5	6	5	6	5	
92. Elementary education...	9	9	9	8	9	10	10	8	8	8	8	8	8	
93. College and higher education...	5	4	4	4	1	3	2	5	5	6	6	3	4	
94. Vocational guidance...	8	8	6	6	10	8	8	6	6	7	7	7	6	
95. Adult education...	5	6	6	4	9	7	7	7	7	7	5	5	5	
96. The meaning of culture...	7	7	8	8	8	7	5	5	4	6	4	5	5	
XVII. Religion and beliefs														
97. Religion today...	6	7	5	5	...	6	5	4	4	2	3	5	3	
98. Criticism of the church...	7	7	6	7	...	5	6	6	5	4	5	4	6	
99. Superstitions and beliefs...	5	4	6	6	...	3	6	4	5	1	4	4	3	
XVIII. Literature and the arts														
100. The use and abuse of reading...	7	7	7	7	7	6	7	5	7	4	5	4	5	
101. Writers and writing...	9	10	9	9	7	6	7	7	8	6	7	4	4	
102. The reporter and the press...	5	4	6	6	6	6	5	6	6	7	7	7	7	
103. Art of conversation...	8	8	6	7	6	5	7	5	5	5	6	4	4	
104. Arts and art crafts...	8	7	9	10	8	9	9	8	8	9	8	7	7	
105. Civic beauty...	7	7	8	9	...	7	7	7	7	5	6	7	7	
106. Music...	8	7	7	8	4	8	7	5	5	1	1	1	2	
107. Motion pictures...	1	2	2	2	2	2	3	1	1	1	1	1	2	
108. The theater...	5	5	7	7	4	4	5	2	3	2	1	2	1	
XIX. Recreation														
109. Sports...	1	1	1	1	4	1	1	3	3	5	5	2	4	
110. Travel and outdoor life...	2	2	1	1	5	2	2	3	3	4	3	3	3	
111. Hobbies...	2	2	2	2	6	3	2	2	2	4	1	3	3	
XX. The home														
112. Getting along with relatives...	8	9	8	7	3	9	8	4	5	2	6	4	5	
113. Parents and children...	5	5	5	6	5	7	7	2	2	2	2	2	2	
114. Successful marriage...	3	3	4	2	...	7	6	1	1	1	1	3	3	
115. The home garden...	10	10	10	10	...	10	9	10	9	9	9	8	9	
116. The family car...	4	5	3	3	...	5	4	9	9	9	10	8	9	
117. Household management...	10	10	9	9	6	10	10	5	5	5	4	6	6	

REMNANTS OF A REFORMATION LIBRARY

ERNEST G. SCHWIEBERT

THE reconstruction of an old library is a fascinating study, especially when it is the intellectual remains of a great historical personality or of an important institution. Under such circumstances, a passing remark, an *ex libris* plate, or a minute historical fragment may become as significant as the slightest clue in a trial. As all research students keenly appreciate, the handling of original source materials of men and women who have left an indelible mark upon the age in which they lived provides a distinct thrill, and it is, perhaps, in this experience that the historian receives his greatest reward.

Before the writer in the Jena University Library lie a dozen such fragments.¹ The university ranks them among its most highly prized possessions.² As we examine these remnants of the old ducal library in Wittenberg, our eyes fall upon two old catalogs. Both of these, although somewhat worn and faded, seem to be well preserved in their heavy brown-paper bindings.³ Each has an inscription on its cover written in scarcely legible Latin. Photographs of both inscriptions are here reproduced. The one designated as No. I may be deciphered as follows:⁴

¹ Thanks to the generosity of the directors of the library, Dr. Theodor Lockemann and Dr. Karl Bruelling, both of whom were so *höflich* during my investigations.

² Their presence in Jena is comparatively unknown except in the university circle. This seems strange when we realize that an old source, M. J. C. Mylius, *Memorabilia Bibliothecae Academicæ Ienensis* (Ienae et Weissenfelsae, 1746), p. 12, pointed them out in considerable detail to the historical world. Then, the Wittenberg professor, J. C. A. Grohmann, in his *Annalen der Universität zu Wittenberg* (Meissen, 1801), I, 95, speaks of Mylius and these catalogs. For a brief contemporary description consult Dr. Ernst Hildebrandt, "Die kurfürstliche Schloß und Universitäts-bibliothek zu Wittenberg 1512-1547," *Zeitschrift für Buchkunde*, Vol. II (1925).

³ These catalogs are "oblong in shape," measuring 11×33 cm. and varying in thickness from a few pages to 2½ cm.

⁴ Numbered MS 22 (1) according to the Jena library classification (see Hildebrandt, *op. cit.*, pp. 158 ff.). This is 2 cm. thick and contains 96 pages.



Bibliotheca Ducalis
 Clementissimj principis
 nostri Electoris Saxoniae
 in Arce Vuittembergensi
 Index, Ordine Alphabetico,
 huius per singulos inter
 Hebraeos, Graecos &
 Latinos distinctus.

M. D. XXXVI.

Pandolphus
 bibliothecarius.

No. I



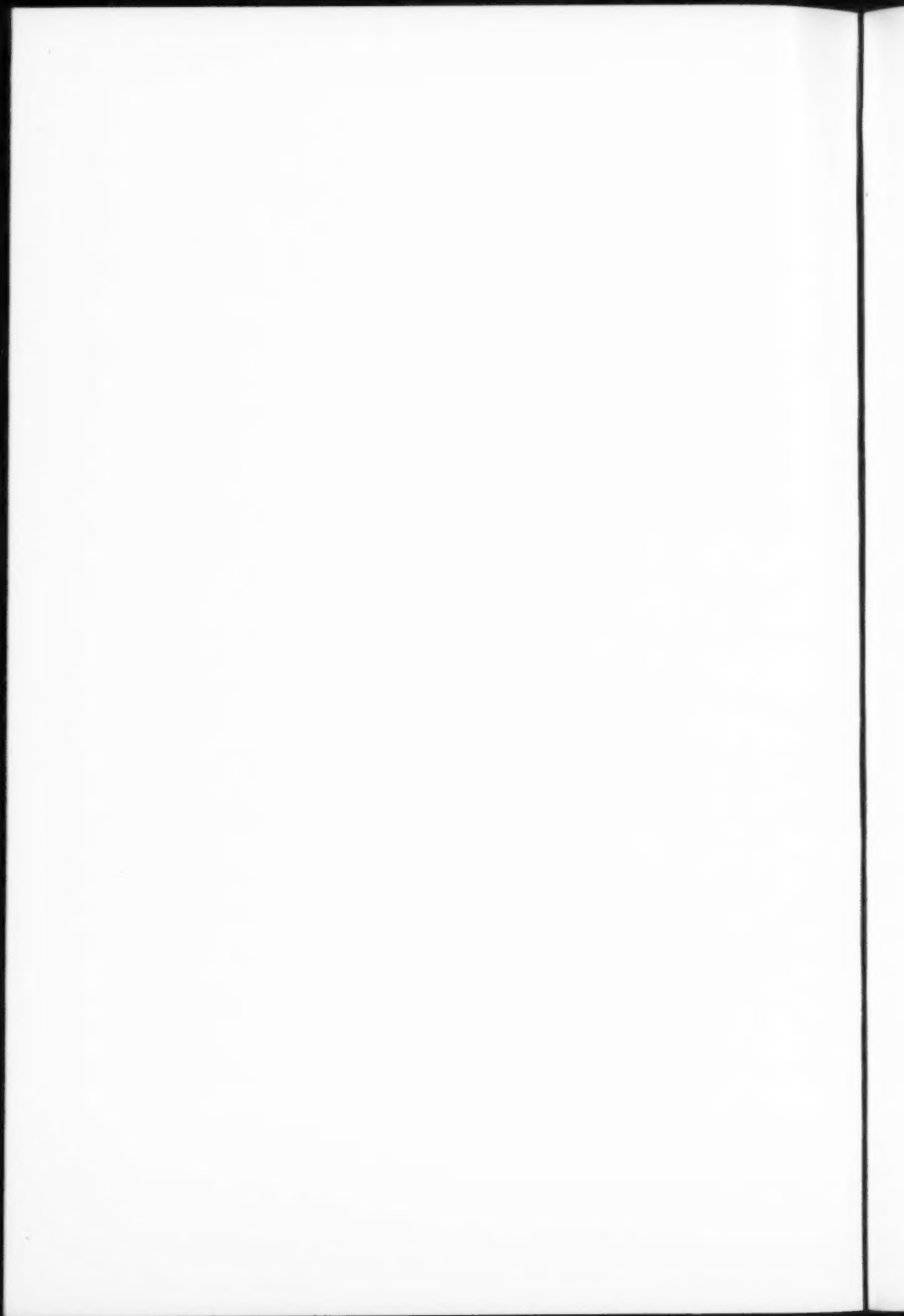
Bibliotheca Ducalis
 in arce Vuittembergensi,
 si Index ordine Alphabetico,
 betario, per omnes
 praedictas classes sunt
 libri sunt colligari.

M. D. XXXVI.

Christophorus
 bibliothecarius.

No. II

INSCRIPTIONS APPEARING ON THE COVERS OF TWO CATALOGS
 IN THE JENA UNIVERSITY LIBRARY



Bibliothecae Ducalis clementissimi principis nostri, Electoris Saxoniae in arce Vuittembergensi Index, ordine alphabetario per singulos autores, hebraicos, graecos, et latinos distinctus: MDXXXVI.⁵

The second catalog,⁶ similarly bound, contains a like explanation written in the same hand:

Bibliothecae Ducalis in arce Vuittembergensi Index, ordine alphabetario per omnes studiorum classes, sicut libri sunt colligati. MDXXXVI.⁷

Obviously, both catalogs are from an old ducal library in Wittenberg, Germany. Immediately our curiosity is aroused, and we seek the answers to a number of queries. If these catalogs are from a ducal library in Wittenberg, why are they now in Jena? Further, we remember that after the Askanian line of Saxon princes died out in 1422⁸ the castle in Wittenberg remained unoccupied. The Ernestine house seldom, if ever, visited Wittenberg.⁹ Why, then, maintain a library in an unused castle? Surely, it was there for some other purpose! Was it a public library? Or is it possible that there might be a connection between this library and the University of Wittenberg? Several thoughts immediately suggest themselves. We know that the funds of the richly endowed Stiftskirche were used to help finance the Elector's university.¹⁰ Since the Wettiner were

⁵ Mylius (*op. cit.*, p. 12) claims that these inscriptions were made by George Spalatin, ducal secretary and superintendent of the library in 1536. Since he quotes these inscriptions verbatim, we may conclude that he had these very catalogs in 1746.

⁶ Numbered MS 22B (2) (cf. Hildebrandt, *op. cit.*, pp. 162 ff.). This catalog is 2½ cm. thick and has 120 pages. It is similarly bound and written on the same kind of paper.

⁷ After quoting this inscription verbatim, Mylius adds: "gantzẽ Bücher wie sie gebunden."

⁸ S. P. Schalscheleth, *Historisch-geographische Beschreibung Wittenbergs und seiner Universität* (Frankfurt and Leipzig, 1795), pp. 18-20. Cf. G. von Hirschfeld, *Geschichte der Sächsisch-Ascanischen Kurfürsten*, pp. 281-85.

⁹ The members of this Saxon line which concern us are Frederick the Wise, John the Constant, and his son, John Frederick, whose reigns over Ernestine Saxony and the Ernestine lands included the years 1486-1547.

¹⁰ The secularization of the Stift was begun in 1507, continued in 1525, but not completed until 1536 (see W. Friedensburg, *Urkundenbuch der Universität Wittenberg, Geschichtsquellen der Provinz Sachsen und des Freistaates Anhalt* [Magdeburg, 1926], III, Part I, 132-83, *passim*). For a good source collection on the origin of this Stift consult F. Israel, *Das Wittenberger Universitätsarchiv, seine Geschichte und seine Bestände, Forschungen zur Thüringisch-Sächsischen Geschichte* (Halle, a.d.S., 1913), IV, 1 ff. Grohmann (*op. cit.*, I, 45 ff.) has a good summary.

not using the castle as a residence, its spacious halls were available for their institution of higher learning. The Stiftskirche was converted into the "akademische Festkirche."¹¹ The rooms of the castle were utilized for the law classes¹² and a *Hofgericht*.¹³ The university bulletin board was the *schwarze Brett* on the front door of the castle church.¹⁴ With such intimate relations existing between the castle and the university, may not this ducal library have shared a similar purpose?

If it be true that this ducal library served the faculty and students of the University of Wittenberg, the importance of these catalogs is immediately obvious. A mere examination of the library used by Martin Luther and Philip Melancthon not only would be fascinating but might also throw light on historical problems thus far somewhat unsettled—problems such as: How far did the Renaissance penetrate the academic life of the University of Wittenberg? or, Was humanism an important factor in the growth of Lutheranism? Since an answer to our questions can be found only in an analysis of the source materials which throw some light upon the origin and the nature of this ducal library, we shall make such an analysis our first objective.

ORIGIN OF THE DUCAL LIBRARY

In 1700 the court chronicler of many years' service, John Sebastian Müller, entered the following observation in his *Annals* with reference to the origin of this ducal library: "In diesem Jahre [namely, 1514] wurde die schöne Bibliothec zu

¹¹ G. Krüger, "Wie sah die Stadt Wittenberg zu Luthers Lebzeiten aus?" *Vierteljahrschrift der Luthergesellschaft* (1933), XV, 23; Grohmann, *op. cit.*, I, 85.

¹² According to the "Lockschrift" by Meinhardus, *Dialogus illustratus ac Augustissime urbis Albiorene vulgo* (Wittenberg, 1508), chap. xvi, a separate building was erected for the law school on Juristen Strasse during the first decade of the university; yet Dr. Krüger claims all the four law professors lectured in rooms of the castle.

¹³ Heinrich Heubner, *Der Bau des kurfürstlichen Schlosses und die Neubefestigung Wittenbergs* (Wittenberg, 1936), p. 21.

¹⁴ Krüger, *op. cit.*, p. 23. The ninety-five theses were an official academic announcement directed only to the Wittenberg faculty and student body, hence they were posted on this door.

Wittenberg von Churfürst Friedrichen dem Weisen gestiftet."¹⁵ On the basis of this source Mylius concluded that this library was traceable to the year 1514,¹⁶ but he added in a footnote that it might even date to the year 1504.¹⁷ In the latter year a number of theological, legal, and philosophical works were bequeathed to Frederick by the testament of a certain canon in Meissen, Thomas Loesser, which added considerably to the original collection already in the possession of the Electoral court.¹⁸ Mylius was accepted literally by the later Hamburg professor, J. C. A. Grohmann, who in his *Annalen* of 1801 comes essentially to the same conclusion.¹⁹ Both later writers distinguish between these original monastic collections²⁰ (piled, perhaps, in some unused room of the castle) and the opening of the official library to the public in 1514. To Mylius the use of the word *gestiftet*²¹ has special significance designating the appropriation of the private collection for public use. He concludes that Müller's use of this term implies the official designation of the library for the public even if not implicitly thus stated. With

¹⁵ *Annalen des Chur-Fürstlichen Hauses Sachsen Ernestin- und Albertinischer Linien, von Anno 1400 bis 1700* (Weimar, 1700), p. 68.

¹⁶ *Op. cit.*, p. 2.

¹⁷ *Ibid.*, n. (a).

¹⁸ Mylius (*ibid.*, p. 26) writes: "Bibliotheca quoque electoralis Wittebergensis, praesertim apparatus librorum in hac bibliotheca iuridicorum, insigniter auctus est per libros iuridicos ex testamento Thammonis Loesseri, Canonici Ecclesiae Episcopalis Misnensis, ex illustri illa apud Misnenses equestri familia oriundi, qui Bibliothecae electorali Wittebergensi varios per testamentum legavit, quales tempora uiri, religionis emendationi proximiora, ferebant, libros, theologicos, philosophicos et iuridicos, quibus libris, iudice illustri Budero nostro, adscripsit Georgii Spalatini, qui tunc electoribus Saxoniae a Bibliotheca erat, manus: *Ex testamento eximii doctoris Thammonis Loesser, Canonici in Misnia 1504.*"

¹⁹ *Op. cit.*, pp. 92-93.

²⁰ Mylius (*op. cit.*, pp. 21-26) speaks of a "Bibliotheca Electoralis" existing already in 1504, and in the same section speaks of the adding of monastic collections as a method used by the Electors to build up the ducal library: "Praeter tres iam indicatos Bibliothecam electoralem augendi modos, etiam exinde bibliotheca haec maximas accessiones nacta fuisse uidetur, quod sine dubio uariorum monasteriorum, praesertim in Saxoniam, integrae bibliothecae (et contenti in istis codices manuscripti) insertae fuerint bibliothecae electorali Wittebergensi, etc."

²¹ *Op. cit.*, p. 2, n. (aaa): "Verbum *fundare* autem, uel *legare* non de rebus eiusmodi usurpato solet, quas aliquis ad usum suum priuatum reseruat, sed potius de talibus rebus, quae ad aliorum usum destinantur."

Müller, Mylius, and Grohmann, then, the exact date of the origin of the Wittenberg library becomes a matter of definition. We must add to their conclusions other findings with which they were apparently unfamiliar.

As noted above, George Spalatin was the librarian of this ducal library in 1536;²² it was, in fact, he who wrote the inscriptions on the two catalogs. Let us, then, carefully examine his correspondence, *Annals*, *Diary*, and other "Spalatiniana." Although there are over a hundred such records²³ here in the Jena library, little information may be found on the date of the origin of the ducal library. In this collection there appears Spalatin's "Ephemerides," a yearly account of the important events in his life. The following entry appears under the year 1512: "Hoc anno Fridericus III Elector Saxoniae Bibliothecam in Arce Wittembergensi auspicatur, ministro et bibliothecario in hac, me, G. Spalatio usus."²⁴ Thus, the ducal library was founded in the castle at Wittenberg with George Spalatin in charge as early as 1512. Frederick the Wise himself confirms the fact in a letter to the Venetian printer and bookseller, Aldus Manucius,²⁵ in which he writes: "We are engaged in establishing a library in our castle in Wittenberg, Saxony." In the same year Spalatin also wrote to Aldus for book lists from which he might increase the newly founded library.²⁶ From Spalatin's correspondence with his Nürnberg friend, Christoph Scheurl, we gather further confirmation of the 1512 date. In a letter of December 6, 1512, Scheurl complains that Spalatin has not written but excuses him on the ground that he has learned that Spalatin has been appointed librarian of the ducal library in

²² See above, p. 495, n. 5.

²³ D. Drews, "Spalatiniana," *Zeitschrift für Kirchengeschichte* (Gotha, 1899), XIX, 69.

²⁴ G. Berbig, "Georgii Spalatini Ephemerides, inchoatae anno MCCCCLXXX," *Quellen und Darstellungen aus der Geschichte des Reformationsjahrhunderts* (Leipzig, 1908), V, 53 (quoted as *Ephemerides* in subsequent pages).

²⁵ Buchwald, *Archiv für die Geschichte des deutschen Buchhandels* (1896), XVIII, 10.

²⁶ Friedensburg, *op. cit.*, p. 68. See footnote for other correspondence. Cf. Hildebrandt, *op. cit.*, pp. 39-40, who claims that Spalatin was already busy with this task May 1, 1512.

Wittenberg and is now so busy acquiring books from everywhere that he can "scarcely breathe between sweatings."²⁷ Additional mention is made of the ducal library in the correspondence of the humanists, Mutianus and Urbanus, dated 1513, which reports that Frederick the Wise has opened to the public a new library which he is equipping in most ornate fashion.²⁸

But the most convincing evidence of the existence of this library in 1512 may be found in an old pigskin-covered account book from Spalatin's personal library, now in the "Landesbibliothek in Gotha im Schloß Friedenstein." In this book the librarian kept a record of the purchases made during the first year. Between July 28, 1512, and Easter, 1513, a total of 151 works were purchased at a cost of 202 gulden.²⁹

We then conclude, on the basis of contemporary evidence, that the ducal library came into existence during the summer of 1512, or that, at least, the original collections were opened to the public in that year and subsequently considerably increased.

RELATIONSHIP BETWEEN THE DUCAL LIBRARY AND THE UNIVERSITY

Since an answer to this question is vital to a proper evaluation of the ducal library, it is important that we determine the purpose for which this library was placed in the Wittenberg Castle. Müller, Mylius, and Grohmann have all touched upon this question. Contemporary sources, also, are ample for a rather accurate evaluation of the relationship of this library to the citizens of Wittenberg and to the university.

During the Schmalkaldic War in 1547, the Elector John

²⁷ *Christoph Scheurl's Briefbuch*, ed. J. K. F. Knaake (Potsdam, 1867), I, 105. Cf. also Letters Nos. 45 and 63.

²⁸ *Der Briefwechsel des Conradus Mutianus*, ed. K. Gillert (Halle, 1890), I, 374; cf. also p. 398.

²⁹ Hildebrandt (*op. cit.*, p. 40) claims these books totaled 163 volumes. Cf. the account of Friedensburg, *Geschichte der Universität Wittenberg* (Halle, a.S., 1917), p. 154, for a slightly different viewpoint. On the relative buying power of the gulden at this time see E. G. Schwiebert, *Reformation lectures* (Valparaiso, 1937), pp. 207-9, which makes 202 gulden the equivalent of about \$3,000.

Frederick, while trying to retreat through the Lochauer Heide,³⁰ was surrounded and captured by the Imperial forces near Mühlberg. With his capture, Electoral Saxony was lost and with it the University of Wittenberg.³¹ By the terms of the Wittenberg Capitulation, May 19, 1547,³² the Elector was forced to surrender the Kurkreis to his treacherous cousin, Duke Moritz of Albertine Saxony.³³ During the settlement, however, the Elector was able to persuade the Emperor that the ducal library was his personal property.³⁴ On July 3, 1547, from the Imperial camp in Bamberg, John Frederick wrote that the librarian, Edenberger, was to transport the library to the old Cloister library at Weimar.³⁵ Apparently this had already been accomplished, for on June 28, 1547, the court lawyers reported that Edenberger had arrived in Weimar with "7 Fudern Bücher,"³⁶ where they remained unopened according to John Frederick's instructions. Mentz says they were afraid to place them in the Schlosz because of the "large mice."³⁷ The Elector was keeping the books boxed up until he could found a new

³⁰ G. Mentz, *Johann Friedrich der Grossmütige, Beiträge zur neueren Geschichte Thüringens* (Jena, 1908), I, Dritter Teil, 103-4.

³¹ Friedensburg, *Urkundenbuch*, I, 299-308, contains the changes instituted by the new Elector Moritz.

³² Mentz, *op. cit.*, pp. 108-11; cf. Mylius, *op. cit.*, p. 27.

³³ Moritz left the Protestant camp and joined Charles V with the hope of gaining the Kurkreis. Mylius says (*op. cit.*, p. 28): "Captus enim anno 1547 non tam fortitudine hostium, quam perfidia suorum, in pugna."

³⁴ *Ibid.*, pp. 31-32: "Sancte asservari . . . voluit; nam ab imperatore impetraverat infelix elector, ut thesaurus iste librarius filiorum trigae, tanquam patrimonium maneret, atque ex Saxonia in Thuringiam, et speciatim Jenam transferretur."

³⁵ Friedensburg, *Urkundenbuch*, I, 297.

³⁶ *Ibid.*, n. 2. Cf. Mentz, *op. cit.*, I, Part III, 256, n. 2, who quotes Bolte that there were 3,132 volumes in this library. Mylius (*op. cit.*, p. 37) writes: "Summa omnium in bibliotheca electorali librorum: theologicorum, 1040; iuridicorum, 562; medicorum, 545; philosophicorum, 964. Summa omnium in bibliotheca electorali librorum, 3111 et musici 21," which totals 3,132 in the entire collection. There seems to be an error in Mylius' calculations, for in classifying the different books he speaks of 612 folio, 186 quarto, 137 octavo, and 5 duodecimo volumes in theology, which makes a total of 940 rather than 1,040. If Bolte took his totals from Mylius, it is possible that in 1746 there were only 3,032 volumes in the ducal library.

³⁷ Mentz, *op. cit.*, III, 256.

library in the Ernestine lands at Jena. When, in the summer of 1549,³⁸ this ducal library was finally moved to the town of Jena, the books were unpacked and became the nucleus of the new Jena University Library. There, as one of the distinguished professors, Buderus, claimed, it should have been appropriately called the "John-Frederick Library."³⁹

On the basis of this transaction some students have concluded that the ducal library was the Elector's private property, but their arguments have little significance. Grohmann points out that the library may have been regarded in a sense as the Elector's private property, but this does not exclude the fact that it might have been designated for university use.⁴⁰ For a satisfactory conclusion we must again examine the contemporary evidence.

In the aforementioned letter to Aldus, the Elector wrote that he was engaged in organizing a library in the castle at Wittenberg which was to be "for the common good of all, the professors as well as the students of our University."⁴¹ While Spalatin, even though he commonly referred to the library in rather general terms,⁴² in his early correspondence with Aldus wrote: "The Prince is decorating his new University of Wittenberg with an excellent library replete with books of all kinds and all disciplines."⁴³ It is also significant that George Spalatin in his correspondence with the Electoral Rath, Hans von Dolzig (when the latter was engaged in the secularization of the Wittenberg Stift of the All Saints' Church, in 1526, after which the rich endowment of this foundation was set aside for the University of Wittenberg), associated the ducal library with

³⁸ Mila and Minkwitz wrote the Elector, July 18, 1549, that the books were ready for shipment (*ibid.*); to which John Frederick replied, September 13, 1549, he was glad the library had arrived in Jena but it should be unpacked in all secrecy (Friedensburg, *Urkundenbuch*, I, 300). Mylius is in error, when he claims (*op. cit.*, p. 33) the books reached Jena by 1548; also, Grohmann, *op. cit.*, pp. 97 f., for giving the date 1558.

³⁹ Mylius, *op. cit.*, p. 2.

⁴⁰ Grohmann, *op. cit.*, I, 97.

⁴¹ *Ephemerides*, 1512, 1515, 1532, 1536.

⁴² Hildebrandt, *op. cit.*, p. 39.

⁴³ Friedensburg, *Urkundenbuch*, I, 68.

the university. For example, on February 17, 1526, the superintendent made this request:

Ich bitt nochmals wie vor gegen meinen Gnedigsten Hern dem Churfürsten zu Sachssen die Christlich universiteth zu Wittenberg unterteniglich zu befehlen. Und sonderlich der Librey und armen frummen studenten treulich zугedencken.⁴⁴

The *Foundationsurkunde für die Universität* (1536), by which the Elector John Frederick reorganized the whole university, is further testimony that the library was a part of the university property.⁴⁵ A section of this document pertains to the ducal library. After briefly treating its early history and stating that it was organized for "the benefit of the University and poor students," mention is made of moving it to a more convenient place that it may be available to all.⁴⁶ Provision of one hundred gulden was also made in the university budget for improving the library. A university professor was to serve as librarian with a salary of forty gulden, which amount, paid quarterly, was also to be taken from the university funds. That the entire university belonged to the Elector and that the library was an integral part of the institution is well illustrated by this document.⁴⁷ References, therefore, like those frequently made by Spalatin—such as "the Library of Your Electoral Grace in

⁴⁴ Drews, *op. cit.*, p. 88. Cf. Doc. 24 in which he speaks of the "dren Jarmerckte zu Leyptzick gute bücher in die Librey zu Wittemberg aufm Schloz kauffenn von Jar zu Jar zu bessern."

⁴⁵ See above, p. 495, n. 10.

⁴⁶ The library had been kept in the "obern grossen hoffstube" of the Wittenberg Castle. Cf. below, p. 508, for a more detailed discussion of the housing of the library.

⁴⁷ The reprint of the original may be found in Israël, *op. cit.*, p. 113, or in Friedensburg, *Urkundenbuch*, I, 181. From these we quote the section with reference to the library: "Dieweil auch unser lieber vetter herzog Friderich seliger ain gute lieberai alhie zu Wittenberg zu zeugen und aufzurichten furgenommen, und wir dann unser universitet und sunderlich armen studenten zu nutz dieselbige mit buchern in allen faculteten und kunsten, auch in obberurten hebraischen und greckischen sprachen, statlichen zu mehren, zu bessern und an ainen bequemen ort in unserm schlos zu Wittenberg, als in der obern grossen hoffstuben, zu legen und vormittelst götlicher hulf zuzerichten lassen entschlossen, so wollen wir zu mehrung der bucher und besserung derselbn liberei himit hundert gulden jerlich dorzu vorordent haben. und nachdeme eins sunderlichen aufsehers und warters dorzu von nöten, wollen wir und unser erben nach uns itzt und kunftiglich ainen frommen man, der ain geleter magister sei, dorzu zu vorordenen und zu vorpflichten haben und ime die verwaltung solcher lieberei

Wittenberg"⁴⁸ and "the Library at Wittenberg in the Castle"⁴⁹—are not significant in determining whether or not the library was a part of the university proper. If not before, certainly from 1536 on, the relationship between the library and the university was very definite. Spalatin wrote to the Elector (October 9, 1536)⁵⁰ just after the new statutes went into effect, asking if the library was to be continually enlarged from the regular university funds. Three days later the Elector replied from his Torgau Castle that from that time on the one hundred gulden for the purchasing of new books for the ducal library was to come from "dem Gelde der Foundation."⁵¹

In 1543 the new librarian, Lukas Edenberger,⁵² wrote the Prince that the university had an opportunity to buy a large globe for the "Wittenberger Bibliothek" for forty taler. The library funds had been spent for the year, but Melanchthon was especially anxious to acquire the globe for use in his classes.⁵³ To which the Elector replied (November 28, 1543) that it would be desirable if the "Himmelsglobus" were purchased by a professor in mathematics, since it would not be used very much in the library and might be destroyed.⁵⁴

Other sources point to a close relationship between the ducal library and the university proper. Mylius wrote:

The Elector Frederick III, rightfully and deservedly called "The Wise," laid the foundations for this library. After the Elector had founded the University of Wittenberg in 1502 with great liberality of spirit and at great ex-

bevelhen lassen. deme sollen jerlich von der universitet einnehmer oder vorwalter des fundirten einkommens virzig gulden zu lohn, auf ides quatember den virten tail zu bekommen, geraicht werden. derselb soll auch dorauf warten, domit man zu bequemen stunden ainen freien, unvorspernten zugang dorin haben muge."

⁴⁸ Drews, *op. cit.*, p. 506. In a letter of February 11, 1533, Spalatin says: "Zu furderung E. Chf. G. Librey zu Wittemberg."

⁴⁹ *Ibid.*, p. 88: "Gute bucher in die Librey zu Wittemberg aufm Schlosz kauffenn."

⁵⁰ Friedensburg, *Urkundenbuch*, I, 186.

⁵¹ *Ibid.*

⁵² He was librarian under the new regulations of 1536, but Spalatin was still the superintendent who inspected the library several times a year (cf. Elector's letter of October 12 in *ibid.*).

⁵³ *Ibid.*, p. 234.

⁵⁴ *Ibid.*, p. 236, n. 1.

pense, having received expert advice, and had put distinguished and excellent doctors on its faculty, he was further solicitous that a fine collection of books be purchased, which could not only be of service to the Elector privately but would also be useful to the scholars of the University whose private supply of books was curtailed or at any rate insufficient.⁵⁵

That the Wittenberg faculty was interested in this library may be gathered from the type of books which were added.⁵⁶ In 1533 Philip Melanchthon (who seemed to have had much to do with the selection of new books)⁵⁷ wrote to Spalatin:

Oh, that our plan for buying a variety of books would seem worthwhile to the Prince. For I have heard that the Prince wishes that only theological and native works be purchased, yet I recall in discussing this matter in correspondence with the Prince to have read this remark that a variety of all kinds of Latin and German works should be bought.⁵⁸

Certainly only a university faculty would be interested in or would need the many rare volumes that were purchased. Not even the annual fairs at Leipzig⁵⁹ and Frankfurt-am-Main⁶⁰ (which seemed to have been combed carefully) could supply the demand. We read that Spalatin made frequent trips to Venice. Apparently, the professors checked available lists and from these ordered what manuscripts and rare works they needed.⁶¹ The above communication may be associated with that year's order, for, on February 11, 1533, Spalatin explained to the Prince that these books which the Wittenberg faculty members had selected could not be bought in German lands.

⁵⁵ *Op. cit.*, p. 2: "Sed etiam illis in hac academia eruditus prodease posset, quibus domi curta, vel saltem non sufficiens esset librorum supellex."

⁵⁶ Below, pp. 504 ff.

⁵⁷ Friedensburg, *Geschichte der Universität Wittenberg* (will be quoted as *G.d.U.W.* in subsequent pages), p. 238, n. 2: "Melanchthon, der die Bücherauswahl in erster Linie besorgte, wünschte, dasz möglichst mannigfaltige Werke angeschafft würden, etc." Cf. Mylius, *op. cit.*, pp. 17 ff.

⁵⁸ "Melanchthonia Opera," *Corpus Reformatorum*, ed. Bretschneider u. Bindseil, II (1834 ff.), 625, No. 1089.

⁵⁹ Drews, *op. cit.*, p. 88; Mylius, *op. cit.*, p. 14. The Leipzig fairs had been given a wide variety of privileges under Emperor Maximilian I and were now flourishing. Cf. Meyers, *Lexikon*, VII, 807-9 for a brief account; E. Hassse, *Geschichte der Leipziger Messen* (1885), for a more detailed study.

⁶⁰ Friedensburg, *Urkundenbuch*, I, 221; Drews, *op. cit.*, 506. Nürnberg was another book center where the rarer volumes might be bought. Cf. Mylius, *op. cit.*, p. 14.

⁶¹ Drews, *op. cit.*, p. 506.

Eurer Churfürstlichen Gnaden wissen sich on Zweifel gnediglich zu erinnern meines vorigen untertenigen erbietens das ich umb etlich bucher Register gin Nurmberg und Leyptzick getrachtet. Zu furderung E. Chf. G. Librey zu Wittenberg. Nu sind sie mir kommen. Habs auch Magister philipp Melanchthon und Magister Lucasen Edemberger⁶² etc. zugeschickt. Darauf mir nechten von Inen schrifftten zukommen,⁶³ das sie zu bemelter Librey der bucher vermoge inligender Zcedeln disz Jars zuerkauffen am netigsten, wie es dann E. Chf. G. durch die Nurmberger am bequemsten aus Venedig zu bestellen können verschaffen. Dann in deutschen Landen werden sie schwerlich anzutreffen seyn.⁶⁴

In 1539, upon the request of the Elector, Spalatin went directly to Venice⁶⁵ to buy certain Hebrew and Greek manuscripts which the venerable professors of the Wittenberg faculty needed. "For, as is clear from the handwritten letter of Spalatin to the Elector, the best Greek and Hebrew manuscripts were much missed by the venerable professors of Wittenberg, since copies could not be purchased in Nürnberg or Leipzig."⁶⁶ This method seems to have been more satisfactory, for we learn from Mylius that from now on Spalatin continued making trips to Venice that he might supply the shortage of manuscripts.⁶⁷ This shortage may pertain to the preparation of Luther's second edition of the German Bible which came out in that year and was revised for later editions until 1545.⁶⁸ However, many other faculty members, as well as students, used the library. When it was closed for inspection and renovation, Spalatin commented in a letter to the Elector, 1537, "I observe that many professors and students are anxious that we reopen the library."⁶⁹ In addition to general use, the professors had the privilege of with-

⁶² Cf. E. L. Enders, Kawerau, et al., *Dr. Martin Luthers Briefwechsel*, VII, 29, n. 1, for identity of Edenberger. He first served as a tutor in the Electoral court, then as Wittenberg librarian.

⁶³ See above, p. 504, n. 58.

⁶⁴ Drews, *op. cit.*, p. 506.

⁶⁵ Mylius, *op. cit.*, p. 13.

⁶⁶ *Ibid.*, p. 14.

⁶⁷ *Ibid.*

⁶⁸ For a good English discussion of the various Bible editions since 1534 see M. Reu, *Luther's German Bible* (Columbus, 1934), pp. 221-56. An exhaustive study is *Weimar Ausgabe*, "Die Deutsche Bibel," 7 vols.

⁶⁹ Cited by Friedensburg, *G.d.U.W.*, p. 239, n. 5 (Reg. O Nr. 492).

drawing the rare manuscripts from the library, a privilege which the Elector granted rather reluctantly.⁷⁰

In conclusion, it is obvious that the ducal library stood in very intimate relationship to the University of Wittenberg. It seems, since the Elector owned the entire university, it was simply taken for granted that the ducal library was a part of the institution which he had founded. This close association of the university with the Elector is shown further by the fact that the Old Friderici College and the New Friderici College both took their names from the Elector Frederick.⁷¹ To have spoken of the library as the "University Library," which occurs only once,⁷² would have implied that it was the property of a private corporation. The important fact is that the faculty and students looked upon the library as an integral part of their university. The leading professors used it freely, and it becomes, therefore, an index to the movement in which they were the leading figures. It is significant, for example, that this library came into existence during the very year when Martin Luther became a professor on the Wittenberg faculty and that it supplied him with working materials until the day of his death in 1546. His growth as Reformer, therefore, is paralleled by the addition of books to this library, and this library, conversely, becomes a mirror of the development of the Reformer and the growth of Lutheranism in the University of Wittenberg. Let us, then, attempt to reconstruct this workshop of the Great Reformer—its appearance, its growth, and its content.

INTERNAL APPEARANCE OF THE LIBRARY

Unfortunately, contemporary writers say little or nothing directly concerning the interior aspects of the library. All our references are of an indirect nature, since the writers seem to take for granted that the readers are familiar with the subject.

⁷⁰ *Ibid.*

⁷¹ For a picture of the Wittenberg buildings see the author's reconstruction, "Frontispiece," *op. cit.*, Nos. 2 and 3; for a detailed discussion of the buildings, pp. 173-98.

⁷² In an Electoral "Erlasz von 1544" is stated "die Bibliothek der Hochschule" is also to be open to scholarship students. See Grohmann, *op. cit.*, I, 99.

We then turn to contemporary library practice for aid in interpreting casual remarks or official changes in the interior arrangement of the ducal library. Since libraries vary as do individuals,⁷³ extreme caution must be used in making deductions which might easily prove misleading. Yet, knowing general library practice in western Europe during the early part of the sixteenth century, we may assume that all had certain characteristics in common.⁷⁴

Most of the libraries of the ancient world were quite different from the commodious structures of today.⁷⁵ The library as we know it today had its inception in the medieval monastery and grew out of the need of preserving their precious manuscripts.⁷⁶ In most of the monasteries the number of books became too great by 1400 to be distributed among the brethren for use in their individual study retreats, the "armarium" or "carrels," as they came to be called in England since they were located in the cloister. Further, such distribution exposed the precious manuscripts to the rigorous climatic conditions of northern Europe, and the problems of their preservation became acute.⁷⁷ In

⁷³ H. Müller, *Von Bibliotheken und Archiven* (Leipzig, 1925), p. 9.

⁷⁴ For a brief description of library architecture and equipment during this period see J. W. Clark, *Libraries in the medieval and Renaissance periods* (Cambridge, 1894), pp. 31 ff.; for the classic description also see Clark, *The care of books: an essay on the development of libraries and their fittings, from the earliest times to the end of the eighteenth century* (Cambridge, 1901); and for an exhaustive study of medieval libraries see J. W. Thompson, *The medieval library* (Chicago: University of Chicago Press, 1939), especially the chapter on "Library administration and the care of books," pp. 613 ff.

⁷⁵ The library found at Herculaneum, 1754, had 1,700 rolls in a little room that would permit but one person to enter at a time (Clark, *Libraries* . . . , p. 9). Thompson (*op. cit.*, pp. 5-7) points out that certain libraries of Rome were very large, especially those of Caesar, Octavian, Augustus, and Trajan. The latter's *Bibliotheca Ulpiana* ranked third in fame among the libraries of antiquity.

⁷⁶ Müller, *op. cit.*, p. 13; Clark, *Libraries* . . . , pp. 19 ff. Most monasteries were not equipped to house these rare volumes even if the monks had taken them to their private cells.

⁷⁷ The practice of distributing books among the monks, which already existed among the English Benedictines in the days of Archbishop Lanfranc in 1070, became quite common (see Clark, *Libraries* . . . , p. 35). For the origin of catalogs for keeping records, see Thompson, *op. cit.*, pp. 64, 74, 78, 87, 142, 614, and 618. For a similar practice among the Carthusians in Mainz and Treves and the Brethren of the Common Life cf. H. Heidenheimer, *Aus alten Bibliotheken* (Freiburg, 1906), pp. 4-6. For a similar practice at Wittenberg, see Friedensburg, *Urkundenbuch*, I, 186.

1396 the Cistercians at Meaux in Holderness conceived the idea of a special room for books,⁷⁸ an innovation which spread over all western Europe. It was during the Renaissance, also, that the practice of founding private and princely libraries became popular. It seems that the furnishings, methods of handling and chaining, as well as other library practices became more or less common throughout the Western world.⁷⁹ With the invention of printing, the practices changed somewhat, for the cheaper printed books did not require the very elaborate protection of the valuable manuscripts. It was then that the practice of chaining was dropped for all but the rarer volumes, and the ordinary bookracks or bookcases came into use.

It is to be expected, therefore, that the ducal library at Wittenberg was housed in a special room from the time of its designation as a university library in 1512. Just which of the "large upper Castle-rooms" mentioned in the source of 1536 was the location of the library⁸⁰ cannot be established on the basis of the records. We know that George Spalatin occupied a guest room on the fourth floor of the castle while making his biannual inspections as superintendent.⁸¹ That the room was on one of the upper floors is further confirmed by the reference concerning the removal of the books to the "old Hofstube," to which the library was moved in 1536,⁸² as being "in a convenient place."⁸³ Since the latter, according to a recent publication by

⁷⁸ Clark, *Libraries . . .*, p. 25. Cf. Thompson (*op. cit.*, p. 61), who cites Fleury monastery as having "a special room built where the monks would have better facilities for reading" as early as the ninth century; see also pp. 597, 613 and 623, which cite the years 1373-87 for the transition to the special library room.

⁷⁹ For examples of older and Renaissance type of furniture see Clark, *Libraries . . .*, pp. 39 and 47-48; also Clark, *The care of books*, pp. 193 ff.

⁸⁰ Friedensburg, *Urkundenbuch*, I, 181.

⁸¹ Heubner, *op. cit.*, p. 28: "Im vierten Geschosz werden im Inventar von 1611 ein Unzahl von Stuben und Kammern angegeben, die in ihrer Lage zu bestimmen unmöglich ist, und die wenig Interesse erwecken." Nor does the enumeration of 1539 help to locate the rooms, although many are mentioned among them "ein Zimmer für den Bibliothekar, Dr. Spalatin" furnished like the others.

⁸² Friedensburg, *Urkundenbuch*, I, 181.

⁸³ *Ibid.*: "An ainen bequemen ort in unserm schlos zu Wittenberg, als in der obern grossen hoffstuben, zu legen und vormittelst götlicher hulf zuzerichten lassen entschlossen, etc."

Professor Heubner, now keeper of the town archives,⁸⁴ was located on the second floor of the castle,⁸⁵ we may assume that the location was formerly somewhere near Spalatin's room on the fourth floor. Unfortunately, the *Dialogus of 1508* was published before the founding of the ducal library and the plans next extant are of 1539 when the old library had already been moved. The library may have been housed in any of the rooms on the upper floor, perhaps in the large room on the north side which is readily accessible from the stairway and where Dr. Krüger now houses the relics of the "Verein für Heimatskunde."⁸⁶

On the location of the library after 1536 our information is a little more definite, though again Heubner admits:

Die Frage nach der Verteilung der Räume des kurfürstlichen Schlosses ist ausserordentlich schwierig. Wir besitzen im Urbarium, III. Teil (Bb 6) einen Grundriszplan der drei Stockwerke des kurfürstlichen Schlosses etwa aus der Zeit der Schlesischen Kriege, jedenfalls vor dem Jahre 1760 mit Bezeichnung der meisten Räume und ihrer damaligen Bestimmung.⁸⁷

In addition, he cites two *Inventarverzeichnisse*⁸⁸—one of 1539 another of 1611—which form a basis of his reconstruction of the rooms of the castle. According to these sources the library was located on the second floor immediately above the large south room already mentioned in the *Dialogus* as the "Aestuarium commune"⁸⁹ which now houses the Stadtarchiv and included

⁸⁴ This Stadtarchiv was established in 1936 and Heubner's studies are extremely helpful in local research.

⁸⁵ Heubner, *op. cit.*, p. 21.

⁸⁶ This was founded by the people of the town under Dr. Gottfried Krüger's leadership in 1910. It is located in the north end of the west wing and adjoins the Schloszkirche.

⁸⁷ Heubner, *op. cit.*, pp. 20 f.

⁸⁸ *Ibid.*, p. 21. One made by "der Hand des damaligen Schlossers Wolf Schieferdecker (Weimar, Reg.-Bl. 2818)" and a more recent one "aus dem Jahre 1611 im Magdeburger Staatsarchiv (Re. A 25 a tit XX)" made by Uszwald, Schwartz, and Volck.

⁸⁹ J. Hausleiter (*Die Universität Wittenberg vor dem Eintritt Luthers* [Leipzig, 1903], pp. 27-28) interprets this old source well. After describing their trip through the castle church, Professor Meinhardt conducts a student into the castle by way of the door "in inferiori ambitu." "Das erste Gemach, in das sie kommen, ist das aestuarium commune, quod vulgo curiale dicitur aestuarium." Cf. source cited, above, p. 496, n. 12, which treats this in conversational form in chap. viii, p. 4 (unnumbered).

the space now occupied by the Pfarrhausarchiv.⁹⁰ A source of 1546 informs us that two pillars were put into this large room "die wiederumb den Last der Liebrey . . . tragen helfen," as the ceiling sagged considerably under the weight of the library above.⁹¹ We then surmise that the library had been moved already from the upper room to this room on the second floor, referred to as "die alte Hofstube."

The size of either of the library rooms is pure speculation. We do not know the number of books in the possession of the Elector before the addition of the 151 volumes purchased during the first year. Nor do we have records showing how rapidly it may have been enlarged. Spalatin speaks frequently of adding numerous books, but none of the references are definite enough to determine the exact size of the library at any given time.⁹² Mylius, who seems to have handled the actual books, lists them⁹³ as follows:

Summa omnium in bibliotheca electorali librorum	
theologicorum.....	1040
iuridicorum.....	562
medicorum.....	545
philosophicorum.....	964
Summa omnium in bibliotheca	
electorali librorum.....	3111
et musici.....	21

Many of these books, as we observed in another connection,⁹⁴ were rare old manuscripts which required a special bench and chain. Such volumes required more room than an ordinary

⁹⁰ A museum of creative work which has come from the homes of the German clergy to prove their worth to the state.

⁹¹ Heubner, *op. cit.*, p. 21.

⁹² Since the "alte Hofstube" housed the entire collection in 1547, we may safely make our estimates on the basis of the room needed to house that number of books and manuscripts; viz., 3,032.

⁹³ *Op. cit.*, pp. 36-37. Cf. above, p. 500, n. 36.

⁹⁴ Mylius (*op. cit.*, p. 37) states that 1,756 volumes were of folio size, 626 quarto, 607 octavo, and 22 duodecimo. This reference is to size, merely, and throws no light on the rarity of the volumes.

printed volume. We do not know what number of the books were of this type, but we know that much of the money spent for books was for volumes which could not be found in private collections.⁹⁵

Let us seek a few comparisons with other libraries of the time for an estimate of the probable size of the library room.

At Canterbury the library, built as I have said, over the Prior's Chapel, was 60 feet long, by 22 feet broad; and we know, from some memoranda written in 1508, when a number of books were sent to be bound or repaired, that it contained sixteen bookcases, each of which had four shelves. I have calculated that this library could have contained about 2000 volumes.⁹⁶

The Queen of Sicily left the following description of the library at Clairvaux, July 13, 1517:

This library is 189 feet long, by 17 feet wide. In it are 48 seats (*bancs*), and in each seat 4 shelves (*poulpitres*) furnished with books on all subjects, but chiefly theology; the greater number of the said books are of vellum, and written by hand, richly storied and illuminated. The building that contains the said library is magnificent, built of stone, and excellently lighted on both sides with fine large windows, well glazed, looking out on the said cloister. . . . The said library is paved throughout with small tiles adorned with various designs.⁹⁷

From these comparisons we may estimate that a library of 3,032 volumes, 1,756 of which were large old manuscripts, would require a room of at least 60 feet \times 35 feet. We may picture the library, then, as being in a room of approximately that size after 1536, conveniently located on the second floor of the south wing of the castle, well lighted by the five large Gothic windows which may be clearly seen in the Wittenberg woodcut

⁹⁵ Mylius, *op. cit.*, p. 2; see above, nn. 55 and 66.

⁹⁶ Clark, *Libraries* . . . , pp. 27-28.

⁹⁷ *Ibid.*, p. 29. It seems that the universities patterned their libraries after those of the monasteries. The library of the Sorbonne, for example, was housed in a room 120 feet \times 36 feet, and contained 28 desks, 5 feet high and so arranged that they were separated by a moderate interval. They were loaded with books, all of which were chained, that no sacrilegious hand might carry them off. These chains were attached to the right-hand board of every book so that they might be readily thrown aside, and reading not be interfered with (pp. 38-40). For a view that chaining of manuscripts was not common in the Middle Ages before 1271 with the exception of service books see Thompson, *op. cit.*, p. 625. This author even feels that it was more common to chain printed books when the press had just been invented.

of 1611, enlarged by Bossögel in 1744.⁹⁸ Probably the windows were of the same "bull's-eye glass" as those of the Lutherstube⁹⁹ and the Melanchthon Study¹⁰⁰ both of which were built during this period and from materials furnished by the Elector.

No descriptions are extant on the inner appearance of the ducal library. There are, however, a number of indirect references which aid us in forming a mental picture of the interior. Since the Wittenberg Castle was generally considered one of the most beautiful in Germany,¹⁰¹ a claim which the *Dialogus of 1508*¹⁰² seems to verify in its description of the rooms which were then completed, we may infer that the Electors would equip their library, of which they were equally proud, in the same artistic fashion as the remainder of the building. Certainly, Spalatin's use of the verb *ornat*¹⁰³ is significant in his correspondence with Aldus Manucius in 1512 where he states that his Prince is beautifying his new "University of Wittenberg with a fine library" replete in all fields. We note, further, that Conrad Mutianus Rufus, the aforementioned canon of Gotha, used the superlative *ornatissime* in describing this new humanistic library which the Elector had just opened in Wittenberg.¹⁰⁴ Even though we make allowance for typical humanistic enthusiasm for anything which concerned the spread of the classics, we may believe that this Prince of the German humanists was im-

⁹⁸ Originals of this may be seen in the "Sächsische Landesbibliothek" in Dresden and in the Halle-Wittenberg University Library at Halle. The reproduction by Walter Köhler in *Im Morgenrot der Reformation*, ed. Julius von Pflugk-Harttung (Hersfeld, 1915), p. 360, although only about half-size, gives the reader some idea of the appearance of the south wall. Cf. Schwiebert, *op. cit.*, pp. 158 ff. for a description of other buildings of the town.

⁹⁹ The best reproduction of this room that I have found is among the Luther scenes published by the Atlantis Verlag, Berlin, under the title *Martin Luther* (1933), p. 281.

¹⁰⁰ Oskar Thulin, *Die Lutherstadt Wittenberg und Torgau* (Berlin, 1932), plate No. 39. Cf. also No. 48. For history of Luther's home see Hermann Stein, *Geschichte des Lutherhauses* (Wittenberg, 1883); for the Melanchthon home, Friedensburg, *Urkundenbuch*, I, 165, n. 2.

¹⁰¹ Heubner, *op. cit.*, p. 19; Krüger, *op. cit.*, p. 22.

¹⁰² See chap. viii. Cf. Hauszleiter, *op. cit.*, pp. 27-32; Heubner, *op. cit.*, pp. 19-20.

¹⁰³ Friedensburg, *Urkundenbuch*, I, 68.

¹⁰⁴ See above, p. 499, n. 28: "Meo consilio factum est, ut illustrissimus Fridericus grecam comparaverit bibliothecam Venetiis et Wittenburgi publicaverit ornatissime."

pressed. Further confirmation of the attractive appearance of the library comes again from Spalatin's correspondence relative to the adorning of the library walls with portraits of important educators.¹⁰⁵ Although we can find no evidence that this plan was executed, we know from this that Spalatin thought the paintings were appropriate in such environment.¹⁰⁶ That the library had additional space not occupied by books may be gathered from the correspondence relative to the purchase of the aforementioned large globe to be installed in the library.¹⁰⁷ From these indirect references we may conclude that the library was installed in a spacious, artistically decorated, and well-equipped room.

Unfortunately, there is no contemporary description of the library furniture or other library equipment; yet the officials make occasional references to "Pulte und Bänke, sowie Ketten für die kostbaren Werke."¹⁰⁸ In a letter of October 12, 1536, the Elector informed Spalatin of the changes he was making in the administration of the library and added:

Wenn sie in die alte Hofstube gebracht sein wird, achten und sie täglich auf- und zuschlieszen soll; aber Spalatin soll darüber den Oberbefehl und die Aufsicht haben und die geeigneten Bücher für die ausgesetzten hundert Gulden erkaufen und verordnen, auch jährlich mindestens zweimal zur Besichtigung sich nach Wittenberg begeben. Ferner soll er, wenn die in Nürnberg bestellten eisernen Stäbe und Ketten eingetroffen sind, darob sein, dasz die Liberey damit und sonst allenthalben zugerichtet werde, bei diesem Anlasz aber seinen Weg über Torgau nehmen und den Kurfürsten zuvor ansprechen.¹⁰⁹

¹⁰⁵ Theodor Kolde (*Analecta Lutherana* [Gotha, 1883], p. 310) implies that there had been previous discussion on this matter: "Vasz ezlicher groszen gelahrten Contrafey, die in der Lieberey sollen gemacht werden, belanget, dem wollen wir nachgedenken, und uns so wir gegen Torgau kommen, auff weiter erinnern dehalben vernehmen lassen."

¹⁰⁶ During the Electorate of August a collection of such paintings was hung in the "Hall of Princes" of the newly constructed Augustinian College (see Schwiebert, *op. cit.*, p. 185).

¹⁰⁷ See above, p. 503, n. 53: "Über 4 Ellen breit und mit den 12 himmlischen Zeichen bemalt."

¹⁰⁸ Friedensburg, *G.d.U.W.*, p. 238.

¹⁰⁹ Friedensburg does not reproduce the Weimar original (Weimar, Reg. O. Nr. 491 Bl. 5) but merely a summary (*Urkundenbuch*, I, 186).

Even though this reference is very general, the fact that Spalatin was to go to Torgau to discuss additional purchases implies purchases of major proportions. This reference likewise indicates that Frederick the Wise was genuinely interested in equipping his library with the most modern furnishings from the great German center of culture, Nürnberg. Furthermore, the library from then on was to be managed in a business-like manner. In another communication of November 22, 1536, the Elector ordered the library officials to keep a careful record of the "Einnahme und Ausgabe" that the books "nicht verrückt oder verderbt werden."¹¹⁰ The result was the yearly catalogs cited¹¹¹ above, which Christopher Nicolas made under the direction of Spalatin.¹¹²

With these findings, then, we can imagine the library as housed in the commodious quarters already described. The furnishings, no doubt, were in the Renaissance period in harmony with the furnishings of the rest of the castle.¹¹³ On the desks, as was customary in up-to-date libraries of the late Middle Ages,¹¹⁴ were many rare manuscripts purchased in

¹¹⁰ *Ibid.*, p. 187.

¹¹¹ See above, pp. 495 ff.

¹¹² Mylius writes (*op. cit.*, pp. 10-11): "Ad operam Bibliothecae felicius impendendam, utebatur quoque famulo Christoph. Nicolai, a quo quotannis 4 catalogi Bibliothecae conficiendi, aliaque seruitia in describendis actis uisitacionis atque litteris, ad aulam spectantibus, praestanda erant, etc." As a basis for his conclusions, Mylius used some correspondence between Nicolas and Spalatin in which the servant stated that for three years he had not received a suit of clothes even though he had been with Spalatin and had done much writing for the church visitations and "mit den vier Registern, zur Librey gen Wittenberg gehörig, gehabt, und noch alle Jar umschreiben und dieselben Register halden musz." On the following page the author continues by pointing out that two of these very catalogs copied by Nicolas are in the Jena Library, as cited above, p. 495, n. 5.

¹¹³ We have no exact information as to whether or not these desks were purchased or were made locally. Perhaps they were made in the castle, as a "Drechsleri mit sieben Tischen" was located on the same floor (cf. Heubner, *op. cit.*, p. 28). Since Wittenberg had developed into a regular center of Renaissance culture (as witnessed in the inner castle decorations, the architecture of Melanchthon's house, etc.), in all likelihood the furniture in the library would also show this Renaissance influence. For pictures of this type desk see Clark, *Libraries in the medieval and Renaissance periods*, pp. 47-48. These were usually from 5 to 6 feet in height placed at moderate intervals. If the interval and size of desks were similar to that of the Sorbonne, the ducal library would have been able to hold 14, but on this we have no data.

¹¹⁴ Clark, *Libraries in the medieval and Renaissance periods*, p. 48.

Leipzig, Frankfurt-am-Main, Nürnberg, and, the most highly prized of all, those which Spalatin bought on his personal missions to Venice.¹¹⁵ All the rarer works were, of course, chained,¹¹⁶ while the more recent printed publications of Luther,¹¹⁷ Erasmus,¹¹⁸ and other contemporary writers may have been placed in the latest innovation, wall bookshelves.¹¹⁹

SUPERVISION AND MANAGEMENT OF THE LIBRARY

Since the preservation of books was a serious concern of the medieval authorities, the practice of keeping some kind of a record became a necessity. Accordingly, there had to be systems of checking, periodical inspections, manuals of library rules, and whatever else might tend to safeguard the precious manuscripts against all types of abuse.¹²⁰

The information on the early organization of the ducal library is very scanty. As noted above, George Spalatin was general superintendent from the beginning and made periodic visits to draw up records of changes and to suggest improvements.¹²¹ As to how the library was managed in his absence, we have little information. The first rather indefinite reference to a regular librarian is in 1526,¹²² but we are uncertain that the recommendation was ever put into practice. Rather, we infer from a letter by Spalatin to the Elector written on December 26, 1534, that the ducal library had no one in charge and that its organ-

¹¹⁵ See below, pp. 518 ff.

¹¹⁷ Kolde, *op. cit.*, p. 310.

¹¹⁶ Friedensburg, *Urkundenbuch*, I, 186-87.

¹¹⁸ Mylius, *op. cit.*, pp. 3-4.

¹¹⁹ Clark (*Libraries in the medieval and Renaissance periods*, pp. 43-45) claims that these bookcases began to be introduced about this time. See also Clark, *The care of books*, pp. 265 ff., for a more detailed study of the origin of this type of library furniture. Thompson (*op. cit.*, p. 624) seems to imply that wall cases came a little later.

¹²⁰ H. Müller, *op. cit.*, p. 13: "Sie muszten mehr an den Schutz und die Erhaltung der Stücke denken als in ihre möglichst grosse Benutzung. Es gibt in der Richtung manche Anordnung: über jährliche Revisionen, Aufstellung der Inventare (Kataloge), über den Pfandwert und Bürgschaft bei Ausgabe, über Führung von Leiregistern."

¹²¹ We have no records as to the frequency of Spalatin's inspections in the early years of the library. Mylius (*op. cit.*, p. 9) seems to think that they occurred at least once yearly. From Spalatin's correspondence with Warbeck we learn that he was there twice in 1525 (*Archiv für Reformationsgeschichte*, ed. W. Friedensburg [Berlin, 1904], I, 222-23).

¹²² Drews, *op. cit.*, p. 88.

ization was rather poor.¹²³ In this communication Spalatin informs the Elector that he has just spent fifty gulden for a number of new books and that he has drawn in most of the books which have been loaned out. Then follows a rather significant confession of the state of things in the library:

Die theologischen Bücher liegen in der Emporkirche der Pfarrkirche hinter der Kanzel, von den übrigen getrennt. Es wäre gut, dasz die Bücherei an einem gelegeneren Ort und also verordnet würde, dasz man die Bücher an Ketten legte und ein Priester dazu bestellt würde, sie täglich auf- und zuschlieszen, damit die Bücherei der ganzen Universität möchte zu Nutzen kommen.¹²⁴

Thus it appears that the library was not managed in a very efficient manner before 1536, but it must have had some form of organization even during these early years. Müller spoke in his Saxon *Annals* of the library having been opened "for public use";¹²⁵ Mylius pointed out that it was organized that it might "be of advantage to the professors and students";¹²⁶ while Mutian spoke of it as being "opened to the public."¹²⁷ Nor can we explain Spalatin's zeal in enlarging the book collection with so many rare manuscripts, had there not been some form of management by which these books were made useful to those who needed them. It is clear from the above complaint that the ducal library did not have regular hours in 1534, nor a responsible librarian in charge during Spalatin's absence. It is possible that only the faculty and certain graduate students had access to the library during these early years while it was still housed in the upper room of the castle.

The year 1536 marked the beginning of a new order for the library as well as for the entire university. In that year of reorganization, as already noted, a regular librarian was put in charge with a salary paid from the university funds. Housed in a more convenient room, the book collections marshaled in orderly array, and regular hours established for use, the library

¹²³ Friedensburg, *Urkundenbuch*, I, 160-61.

¹²⁴ *Ibid.* The *Urkundenbuch* does not reproduce the letter but a résumé.

¹²⁵ *Op. cit.*, p. 68.

¹²⁶ *Op. cit.*, p. 2.

¹²⁷ In letter of Mutian to Rufus (Gillert, *op. cit.*, p. 374).

became an important and integral part of the university.¹²⁸ Although not mentioned in official correspondence until 1539,¹²⁹ we assume that Lukas Edenberger was the newly appointed librarian, still under the general supervision of Spalatin. The librarian opened the library daily, kept careful records of all expenditures, listed books which the library still needed, and, on the basis of these records, made recommendations for purchases. He corresponded with other scholars to keep in touch with possible additions and, together with Spalatin, increased the library's collection from private sources¹³⁰ and from the annual Messen.¹³¹ We gather from some of the correspondence with the Electoral court¹³² that they recopied all the titles of the books in the library at that time. Books loaned to professors¹³³ were carefully recorded and a time limit placed on the period of withdrawal. These regulations point to a rather systematic library practice very similar to that of our modern day.

GROWTH OF THE DUCAL LIBRARY

Mylius implies when he speaks of the library's being enlarged by the books of the Meissen Canon, Thomas Loesser, that there was an original nucleus in 1504.¹³⁴ Whether this consisted of some of the old monastic libraries a number of which were later incorporated in this library,¹³⁵ or of books which Frederick the

¹²⁸ Friedensburg, *Urkundenbuch*, I, 181, 186-87.

¹²⁹ *Ibid.*, p. 222. There is a possibility that he was not appointed until 1539 and that the Christopher Nicolas who copied the catalogs mentioned above was the first librarian. Mylius speaks of him as Spalatin's "Famulus" who copies the catalogs. Since this individual received no salary for his work but merely expected a "Hofeleid" in return, we prefer to hold that he was merely an assistant.

¹³⁰ Friedensburg, *Urkundenbuch*, I, 221-22, 234-35, 236.

¹³¹ Drews, *op. cit.*, pp. 70, 88; Friedensburg, *Urkundenbuch*, I, 188.

¹³² Mylius, *op. cit.*, pp. 10-11.

¹³³ Friedensburg, *G.d.U.W.*, p. 239; Mylius, *op. cit.*, p. 17.

¹³⁴ See above, p. 497, n. 18.

¹³⁵ After pointing out three methods by which the Wittenberg library was enlarged, Mylius adds (*op. cit.*, pp. 21-26): "The library appears to have received even some very large additions, because without a doubt entire libraries of various monasteries especially in Saxony (and containing manuscript codices), were added to the Electoral

Wise had acquired elsewhere we are not able to establish. Like the theological, legal, and philosophical volumes of Thomas Loesser, the old library prior to 1512 was made up principally of medieval books. This was not true of the new library which George Spalatin built up with the aid of the Wittenberg professors, for in it we see reflected the same changes which came over the university after Martin Luther became a member of its faculty.¹³⁶

The official opening of the ducal library as the library of the University of Wittenberg in 1512 ushered in a new chapter of Reformation history. Both Spalatin and the Elector (as stated above) wrote immediately to Venice for catalogs of possible purchases from Aldus Manucius¹³⁷ and other Italian houses¹³⁸ or from German bookdealers. This new spirit is clearly reflected in the books which were purchased during the first year. On this list, which Professor Friedensburg analyzed in Gotha, he makes the following observation:

Bemerkenswerter aber noch als die Zahl [153 volumes] und der Preis der erkauften Bücher [202 Gulden and 5 Groschen] ist ihr Inhalt. Da suchen wir Aristoteles vergebens und nur vereinzelt begegnen Schriften der Scholastiker; sie verschwinden fast völlig hinter den zahlreichen Ausgaben von Kirchenvätern, neben denen auch eine Bibel "cum glossa ordinaria" beschafft wird. Lang ist ferner die Reihe der Schriftsteller des klassischen Altertums, unter denen sich mehrere in griechischer Sprache befinden, und der ersten christlichen Jahrhunderte; auch fehlt es nicht an Grammatiken und Wörterbüchern. Ferner fallen Werke der Humanisten, eines Marsilius Ficinus, Aeneas Sylvius, Angelus Politianus, Leo Aretinus, Picus von Mirandula, Laurentius Valla, Reuchlin und Erasmus ins Auge; endlich finden sich juristische und his-

library in Wittenberg." Whereupon, he names the catalogs of the former libraries of Grünhain, Lenin, Leipzig, Halle, Meissen, Rainhersbrun, and Nürnberg as still in his possession. Since two monasteries are mentioned in connection with Nürnberg, their number totals eight. The author's conclusion to this section is somewhat confusing: "From these catalogs extant in our University Library in the original manuscript form, I conclude that the catalogs of those books were preserved by Spalatin to keep a record of the good books—a rather unusual procedure for that day—that the library of the Elector could be enlarged from time to time with select volumes of this kind."

¹³⁶ Friedensburg, *G.d.U.W.*, pp. 90-179; Schwiebert, *op. cit.*, pp. 270-82.

¹³⁷ Friedensburg, *Urkundenbuch*, I, 68; Hildebrandt, *op. cit.*, p. 39.

¹³⁸ Friedensburg, *G.d.U.W.*, pp. 153-54: "Um von ihm Kataloge seiner und anderer italienischer Druckerzeugnisse zu beziehen. Ebenso waren deutsche Buchführer für den Kurfürsten tätig etc."

torische, medizinische und astronomische Werke, ein Itinerarium Terrae Sanctae u. dgl. m. Hiermit war für die werdende Bibliothek eine feste Grundlage geschaffen, auf der Spalatin, von andern unterstützt, in den nächsten Jahren weiterbaute.¹³⁹

This definite Renaissance influence, with its particular stress on works in Latin, Greek, and Hebrew, was increasingly evident in the future purchases. Spalatin, who was a member of the Gotha circle of humanists,¹⁴⁰ received the counsel and assistance of Mutian and his friends. It was through this medium that Spalatin began to make his wants known in Italy.¹⁴¹ Christoph Scheurl, in the very year of the initial opening of the library, informed the superintendent in the letter cited above that he was able to obtain for him the works of the great astronomer, John Regiomontanus, whose writings were at one time valued above a thousand Hungarian gulden.¹⁴² The old Wittenberg professor, Polich von Mellerstadt, also told Spalatin where he might buy a work by Ptolemy.¹⁴³ A letter of Spalatin to Hans von Dolzig, January 13, 1514, shows that the latter had searched the New Year's Leipzig Fair for volumes which the chief librarian wanted, for he inquired as to the purchase of the books "so ich euch verzeichnet."¹⁴⁴ The next year (strange that these entries do not occur more frequently) Spalatin entered in his diary: "In this same year Frederick III, the Elector of Saxony wrote Aldus Manutius in Venice in behalf of both Greek and Latin books for the Wittenberg library, but as Aldus had died

¹³⁹ *Ibid.*, p. 154. Cf. Hildebrandt, *op. cit.*, pp. 39-40.

¹⁴⁰ A. Seelheim, *Georg Spalatin als Sächsischer Historiograph* (Ein Beitrag zur Geschichtsschreibung des Reformationszeitalters [Halle, 1876]), pp. 13 ff. For the number of positions held by Spalatin in the Saxon court see *ibid.*, p. 20; for a discussion of the range of his correspondence, *ibid.*, pp. 31-33. Cf. G. Berbig, *Georg Spalatin und sein Verhältnis zu Martin Luther auf Grund ihres Briefwechsels bis zum Jahre 1525*, pp. 4-5.

¹⁴¹ Gillert, *op. cit.*, p. 374. Mutian writes to Urbanus: "Meo consilio factum est, ut illustrissimus Fridericus grecam comparaverit bibliothecam Venetiis et Wittenburgi publicaverit ornatissime." Cf. W. E. Tentzel, *Historische Bericht vom Anfang und ersten Fortgang der Reformation Luthers* (Leipzig, 1718), II, 45, which claims that Urbanus made the arrangements.

¹⁴² *Scheurls Briefbuch*, I, 105: "Pro qua aliquando obtulit aureos mille et eos quidem Hungaros."

¹⁴³ Friedensburg, *G.d.U.W.*, p. 154.

¹⁴⁴ Drews, *op. cit.*, p. 70.

shortly before this Andreas Asulanus, the father-in-law of Aldus, sent the books."¹⁴⁵

A parallel study of the evolution within the University of Wittenberg would be very interesting, but it would lead us too far afield. Suffice it to say that Luther was now becoming very much interested in the study of Greek.¹⁴⁶ The next year he began to lecture on "Romans" on the basis of Erasmus' Greek New Testament.¹⁴⁷ Wittenberg also appointed its first instructor in Greek and Hebrew, Thiloninus Philymnus,¹⁴⁸ who soon was a thorough convert to Luther's new biblical humanism.¹⁴⁹ In these few years (1512-17) one instructor after another was won over to Luther's point of view.¹⁵⁰ We can understand the addition of all these Latin, Greek, and Hebrew sources when we read in the Reformer's own letter to John Lang, who may have taught him his first Greek,¹⁵¹ the zeal with which he fought Scholasticism and Aristotle (February 8, 1517): "Nothing so burns in my soul as the desire to expose that impostor, who with his Greek mask so completely has deluded the Church, and to lay him bare in all his ignominy before the world."¹⁵² Shortly after this date Luther assigned the following subject for student debate, equally indicative of the new trend

¹⁴⁵ *Ephemerides*, p. 55: "Eodem anno Fridericus III. Saxoniae Elector Aldo Manutio scripsit Venetias pro libris et graecis et latinis ad Bibliothecam Witebergensem, sed Aldo paulo ante defuncto, Andreas Asulanus socer Aldi libros misit."

¹⁴⁶ A good study of Luther's rather late development in the study of Greek is K. A. Meissinger, *Luthers Exegese in der Frühzeit* (Leipzig, 1910), pp. 22 ff. Cf. H. Rommel, *Über Luthers Rundbemerken von 1509-1510* (Kiel, 1930), which treats the early linguistic development well, especially pp. 27-30.

¹⁴⁷ Reu, *op. cit.*, pp. 120-21. For a good study of how Erasmus laid the foundations for Luther's exegetical work see P. Smith, *Erasmus* (New York, 1923), pp. 182 ff.

¹⁴⁸ Friedensburg, *G.d.U.W.*, p. 98.

¹⁴⁹ *Monatschrift für Geschichte und Wissenschaft des Judentums* (1904), XLVIII, 147.

¹⁵⁰ Friedensburg, *G.d.U.W.*, pp. 100 ff.

¹⁵¹ *Ibid.*, pp. 97-98. Cf. Luther's letter to John Lang, E. L. Enders *et al.*, *Dr. Martin Luthers Briefwechsel* (Frankfurt-am-Main, 1884 ff.), III, 379.

¹⁵² Enders, *op. cit.*, I, 86: "Nihil ita ardet animus (n. um), quam histrionem illum, qui tam vere Graeca larva ecclesiam lusit, multis revelare ignominiamque ejus cunctis ostendere etc."

in the philosophy of the faculty and student body of the university:

It is false to say that without Aristotle one cannot become a theologian; in fact the opposite is true, no one becomes a theologian unless it be without Aristotle; for the whole of Aristotle is related to theology as darkness is to light, and his Ethics is the worst enemy of Grace.¹⁵³

In the spring of 1516 Frederick the Wise made an inspection of the University of Wittenberg, upon which occasion Luther seems to have suggested a number of important reforms to George Spalatin. This may be inferred from a letter to that court official on March 11, 1518, in which the Reformer states that if the university were only reformed as suggested how great would then be the reputation of the Saxon princes. Nor were his appeals unheeded. In another letter to John Lang, May 21, 1518, it becomes clear just what Luther had in mind:

Our university is getting ahead. We expect before long to have lectures in two or three languages. New courses are to be given in Pliny, Quintilian, mathematics, and other subjects. The old courses in Petrus Hispanus, Tartaretus, and Aristotle are to be dropped. The Prince has already given his consent and the plans are before his council.¹⁵⁴

A part of this new plan was to get a regular head of the classics department, a dream which was also realized that same year. On August 29, 1519, just after Philip Melanchthon had delivered his inaugural address on "How to improve the education of the youth,"¹⁵⁵ Luther wrote Spalatin that as long as they had Philip Melanchthon the university desired no other Greek instructor. In a letter to John Lang, September 16, 1518, he included the following observation: "The very learned and perfect Grecian, Philip Melanchthon, is teaching here. He is a

¹⁵³ This is a free translation of but four of 97 theses defended by Master Francis Gunther of Nordhausen in a disputation presided over by the Rev. Father Martin Luther, *W.A.*, I, 226. Cf. Enders, *op. cit.*, I, 105, for an illustration of the interest taken in the Wittenberg changes by the Saxon court; also, Luther's letter to Spalatin, March 11, 1518 (*ibid.*, p. 168).

¹⁵⁴ Enders, *op. cit.*, I, 170. (Loose translation.)

¹⁵⁵ F. Paulsen, *Geschichte des gelehrten Unterrichts* (Berlin, 1919), I, 117-19, gives an estimate of this address. Cf. Luther's remark (Enders, *op. cit.*, p. 220).

mere boy in years, but he is not only a master of Greek and Latin, but of all the learning to which they are keys."¹⁵⁶

In the light of these changes in the faculty and curriculum of the university the trend toward purchases of humanistic materials for the library is further explained. In the same year in which Luther rejoiced over the arrival of Melanchthon, Spalatin was buying more Greek and Hebrew books in Venice. In the diary of that year the following entry appears: "In this year Frederick, the Elector of Saxony, enlarged the library not only with other excellent selections but also with the best works in Greek and Hebrew."¹⁵⁷

After this date the sources are silent until after the reorganization of the university in 1526, when Spalatin requested that funds be set aside out of the All Saints' Church Foundation for the purchase of books for the library.¹⁵⁸ To do this Spalatin suggested that the surplus money of the endowment not needed for other purposes be used at the "dren Jarmerckte zu Leyptzick gute bucher in die Librey zu Wittenberg aufm Schlosz kauffenn von Jar zu Jar zubessernn."¹⁵⁹

It is doubtful if the request was granted at this time, as Mylius inclined to the opinion that John the Constant had little time for the library. He says it cannot "be established with accuracy how many additions were acquired during John's reign." Yet, he adds, without doubt the Elector who was such a champion of the true religion must have placed a number of

¹⁵⁶ Translation by A. Hyma, "Luther's theological development from Erfurt to Augsburg," *Landmarks in history* (New York, 1928), p. 42. Source, Enders, *op. cit.*, I, 237. The *Urkundenbuch*, I, 87-320, *passim*, ably testifies of Philip's contributions to the new university. In the drafting of statutes or other official documents Luther appreciated Melanchthon's finished style. How the Elector appreciated him is shown by Doc. 189 (*ibid.*, p. 167).

¹⁵⁷ *Ephemerides*, p. 56: "Hoc anno Fridericus Elector Sax. ut aliis praelectionibus optimis, ita graecis et hebraicis bibliothecam auxit." Perhaps these books were purchased to meet the needs of Melanchthon's large classes in Greek. Spalatin reports to the Elector in 1520 that he found "gestern in magister Philipps lection freilich bei 5 oder 600 auditores . . . und darunter vil dapferer feiner leut und gesellen." See Friedensburg, *Urkundenbuch*, I, 109.

¹⁵⁸ Drews, *op. cit.*, p. 88.

¹⁵⁹ *Ibid.*

volumes in the library dealing with the religious conflict of the time.¹⁶⁰

John Frederick, a former pupil of Spalatin¹⁶¹ and a born Lutheran, was far more zealous in behalf of the university and Lutheranism than were his two predecessors. When he became the Elector in 1532, true to his boyhood vows,¹⁶² he sought to improve the university to such an extent that he has often been called its second founder.¹⁶³ Shortly after he became the Elector, plans were drawn for a complete reorganization of the university. An aforementioned letter of Philip Melanchthon's indicated in 1533 already that this Elector was going to accomplish much for the new library. Not only did he continue to enlarge the library in the regular way, but he also established a specific amount of one hundred gulden per year which was to be spent on the library. In addition, private libraries such as those of the Franciscans¹⁶⁴ and the All Saints' Church¹⁶⁵ were added to the ducal library.

When the library was established in the new room on the second floor of the castle in 1536, a new activity to enlarge and improve the collection was begun. On November 12, 1537, Spalatin informed the Elector that he had purchased all kinds of new books for the library in Wittenberg, including some more Greek books which he ordered in Nürnberg.¹⁶⁶ In an undated

¹⁶⁰ Mylius, *op. cit.*, p. 7: "Nullum tamen est dubium, quin etiam multa scripta, ad religionis negotium pertinentia, in hanc bibliothecam electoralem reponenda curauerit serenissimus Johannes constans, elector de emendatione sacrorum praeclarissime meritus." Cf. Spalatin's letter to Warbeck, May 22, 1525, G. Mentz-Jena, "Die Briefe G. Spalatins an V. Warbeck, nebst ergänzenden Aktenstücken," *Archiv für Reformationsgeschichte* (Berlin, 1904), I, 222.

¹⁶¹ Berbig, "Vita Georgii Spalatini ex ipsius αὐτογραφῇ descripta M. D. XXXIV," *Quellen und Darstellungen aus der Geschichte des Reformationsjahrhunderts* (Leipzig, 1908), V, 18, has the following entry under 1509: "Spalatinus admotus est Praeceptor optimo Principi Electori Saxoniae Duci Johanni Friderico."

¹⁶² Mylius, *op. cit.*, p. 8: "Ab ineunte iamdum aetate sua litterarum studiis uouerat atque consecrauerat."

¹⁶³ Berbig, "Vita Georgii Spalatini . . .," *op. cit.*, p. 27: "Dux Johannes Fridericus Scholam Wittenbergensem . . . regali munificentia fundavit." Cf. Friedensburg, *Urkundenbuch*, I, 167-84, for the reason of this title; also Mylius, *op. cit.*, pp. 2-3, n. (aa).

¹⁶⁴ Friedensburg, *G.d.U.W.*, p. 237.

¹⁶⁵ *Ibid.*, p. 238; cf. also the additions in n. 135 above.

¹⁶⁶ Friedensburg, *Urkundenbuch*, I, 187-88.

letter, doubtless of the same year, Spalatin spoke of having just visited Wittenberg where he had bound and placed in the library a number of volumes and had placed an order for additional purchases at "Frankfordt am Meyn in der nechstkunfftigen messe."¹⁶⁷

On March 3, 1538, the Elector in reply to a former communication informed Spalatin that he had taken the necessary steps to have the books which were desired brought from the Augustinianerkloster Library in Grimma to Wittenberg.¹⁶⁸ Apparently, Spalatin had selected the books some time before from a larger collection, as in a letter of January 18, 1538, John Frederick asked him to visit the library of this monastery and send him a list of the books which might be useful.¹⁶⁹ Nor were only the books presenting the Elector's point of view selected. When Duke George of Albertine Saxony died, April 17, 1539, Spalatin wrote that for some time he had wished to add the books "der Widersacher Luthers" to the Wittenberg library that they might be "einem ewigen zeugnis und beweis wider derselben tichter, schreiber und schmiede."¹⁷⁰ Since Duke George was said to have collected many such writings, the Elector was asked to speak to his brother Henry,¹⁷¹ when he might have occasion at his installation, that these volumes might be brought into the Wittenberg collection. In this same connection Spalatin asked whether a recent book by John Eck, which he described as "ein ungeschicktes Ding" directed against Luther's catechism and the Ten Commandments, might not also be bought for the library. From this same letter we see, too, that Dr. Brück and Philip Melancthon had just returned from Frankfurt-am-Main with a number of books, and that Spalatin expected to visit Wittenberg in the near future to have them bound and placed in the library.¹⁷² According to Mylius,

¹⁶⁷ *Ibid.*, p. 188, n. 1. ¹⁶⁸ *Ibid.*, No. 203. ¹⁶⁹ *Ibid.*, n. 1. ¹⁷⁰ *Ibid.*, p. 221.

¹⁷¹ Henry had married the sister of Philip of Hesse and was a Protestant. When Luther's bitter enemy, Duke George, died in 1539 and the Albertine lands passed over to Henry, Lutheranism also spread rapidly in these Catholic lands. For a picture of conditions see C. A. H. Burkhardt, *Geschichte der sächsischen Kirchen und Schulvisitationen von 1524 bis 1545* (1879), esp. pp. 225 ff.

¹⁷² Friedensburg, *Urkundenbuch*, I, 221.

Spalatin again went to Venice in person this year (1539) to make additional purchases for the ducal library.¹⁷³

On May 28, 1539, the Elector wrote Spalatin from Torgau agreeing that the writings of Luther's enemies be put into the library. He was, however, not in a position to speak to Duke Henry about the matter. He suggested that Magister Eberhard Brisger, who was formerly with Luther, speak to the Duke about the matter through his court preacher, Paulus, when Brisger visited the court in the near future. John Frederick added that he did not doubt that Henry would grant the request.¹⁷⁴

On April 25, 1541, Lukas Edenberger wrote Spalatin from Wittenberg that he had not been able to purchase "*juris divini et humani libros veteres*" which the students required. Apparently, Christoph Schramm, a Wittenberg dealer, had searched for them in vain at Frankfurt-am-Main. The librarian added that they did not purchase the Talmud in Venice because the prices had risen too high.¹⁷⁵ About two years later, November 13, 1543, the librarian again wrote Spalatin about the possibility of buying the Hebrew books of the recently deceased brother of John Marschalk, Christof von Pappenheim,¹⁷⁶ and the books from the library of King Mathias which might possibly be purchased through the Markgraf Georg von Brandenburg. Edenberger suggested that the Elector, when he attended the next Reichstag meeting in Speyer, 1544, use his influence in adding these collections to the Wittenberg library.¹⁷⁷

¹⁷³ Cf. Berbig, "*Vita Georgii Spalatini . . .*" *op. cit.*, which claims that these purchases were made in 1535.

¹⁷⁴ Since Henry was agreeable, John Frederick's predictions seem logical, but the sources are silent on the results of the interview.

¹⁷⁵ Friedensburg, *Urkundenbuch*, I, 225: "*Hat keine Thalmudicos libros in Venedig kaufen lassen, weil diese dort im Preise aufgeschlagen sind.*" At this time Luther and his committee were busy revising the German Bible. Since Spalatin speaks of Luther's health in the next sentence, it is possible that the Talmud was needed by this group.

¹⁷⁶ *Ibid.*, p. 234.

¹⁷⁷ *Ibid.*, pp. 234-35; also, n. 2. Cf. Mentz (*op. cit.*, II, 388 ff.), who claims that John Frederick arrived in person at Speyer February 18, 1544, but was so busy with political difficulties that little time was left for the library; also Mylius, *op. cit.*, pp. 26-27.

At the close he added that there were also several manuscripts in the library of the late Aurogallus, the Hebrew professor of the university, which came from the library of the well-known humanist, Bohuslaw von Hassenstein.¹⁷⁸ It seems that this letter was written with the aid of Spalatin, who was conducting one of his library inspections at the time.¹⁷⁹ To this suggestion the Elector expressed his wholehearted approval on November 28, 1543, when he wrote from Weimar that they should select the useful materials from the Hebrew professor's library and inform him of the estimated cost whereupon he would give his decision.¹⁸⁰

We now have a general idea of the ways in which the ducal library originated and was enlarged. The original collection of the Elector was increased by the purchases of Spalatin, by the donations of numerous contemporary writers eager to gain the favor of their Prince,¹⁸¹ by the addition of perhaps a dozen monastic collections from the now abandoned monasteries,¹⁸² and, after 1536, by the systematic purchases made possible by the one hundred gulden set aside for that purpose by the Elector.

Let us next turn our attention to the content of this library.

THE BOOKS OF THE DUCAL LIBRARY

It is today impossible to determine what books in the Jena library belonged to the original Wittenberg collection.¹⁸³ In 1746, however, when Mylius described these books, the original ducal library seems to have been still intact, for he writes: "A

¹⁷⁸ Friedensburg, *Urkundenbuch*, I, 235.

¹⁷⁹ *Ibid.*, n. 6.

¹⁸⁰ *Ibid.*, p. 236.

¹⁸¹ Hildebrandt, who spent considerable time searching for the some 40 copies donated to Frederick by contemporary authors, concluded that few were in the Jena Library today (*op. cit.*, p. 109).

¹⁸² N. 135 above mentions 8. Add to this number the Locsser, the Franciscan in Wittenberg, the Library of All Saints', the Grimma, and the choice of several private libraries.

¹⁸³ E.g., the library has four manuscript copies of the writings of Lorenzo Valla, two by Aeneas Sylvius Piccolomini, four by John Reuchlin, etc., but as they are scattered throughout the library it is impossible to determine whether or not they are from the Wittenberg collection.

special treatise concerning the Electoral Library of Wittenberg just as it was at the time of the first founding of the Jena University Library."¹⁸⁴

The external appearance of the 3,032 volumes in the collection seems to have been similar, as almost all had pigskin covers. In Section XI Mylius writes:

With respect to the external features of this library, practically every volume has a pigskin binding, and many of the bindings of these books give testimony to the antiquity of the age in which they were collected. This library, however, as we have already pointed out in the preceding paragraphs consists of theological, legal, medical, and philosophical works, in the so-called folio, quarto, octavo, and duodecimo forms.¹⁸⁵

Space will not permit a detailed discussion of the books which were found in the Wittenberg ducal library. A summary of some of the leading authors found in the catalogs of 1536 and in the Mylius collection is, however, vital to our study.

The first section of this catalog lists the theological books in the ducal library, classifying them as follows: Hebrew, Greek, Latin, Luther's German works, and those of Erasmus. Under the first classification, "Hebrew books," appear Old Testaments, commentaries, loci, Chaldean grammars, the principal works of Reuchlin, etc.¹⁸⁶ Then follow six pages of theological works in Greek; grammars, dictionaries, commentaries, and writings of the Church Fathers, which seem to have furnished the tools for Luther's new biblical humanism. In the section which follows under the title "Latin books," a list almost three times the length of the Greek section, are the writings of the Church Fathers, the Scholastics, and some of the contemporary

¹⁸⁴ Mylius, *op. cit.*, p. 36: "De Bibliotheca electorali Wittebergensi, tanquam primo Bibliothecae academicae Jenensis fundamento specialis tractatio."

¹⁸⁵ *Ibid.*, pp. 36-37: "Quod attinet ad externam huius bibliothecae conditionem, libri illius ad unum fere omnes ligaturam ex corio suillo habent, et pleraque librorum ligaturae antiquitatem illorum temporum, quibus hi libri collecti sunt, prae se ferunt. Constat autem haec Bibliotheca, uti iam in paragrapho praecedente monuimus ex libris theologicis, iuridicis, medicis et philosophicis in forma, uti uocant, foliorum, in forma quarta, octava et duodecima." It is in this connection that the author gives the sizes and number of volumes in the library in footnote summaries. Cf. above, p. 500, n. 36.

¹⁸⁶ MS 22B (1), pp. 2-3.

writers. The latter materials may have come in the main from the Loesser collection and from other monasteries whose libraries were added from time to time. In the last part of the theological section are Luther's German works and most of the works of Erasmus.¹⁸⁷

The second division of the catalog is entitled "Historical books" in which list appear around 140 volumes written by writers from the Greek, Roman, and contemporary world. Among them are the books of Homer, Herodotus, Josephus, Plutarch, Pliny, Tacitus, Polybius, Orosius, Eusebius, Petrarch, Poggio, Ausonius, and Reuchlin.¹⁸⁸

In the ten pages devoted to civil and canon law the names of most of the accepted authorities are to be found, giving the Wittenberg law student ample materials for study or research. Many of these seem to have come from the Canon Loesser library, as they were marked: "Ex testamento eximii doctoris Thamonis Loesser, Canonici in Misnia 1504."¹⁸⁹

Philosophy was well represented with about eight pages of books by Aristotle, Isocrates, Plato, Pythagoras, Cicero, Epicetus, Seneca, Pliny, Plutarch, Platinus, Boethius, Albertus Magnus, Lorenzo Valla, Ficino, Pico, Mellerstadt, and Melanchthon.¹⁹⁰

Even mathematics and cosmography were represented with around 114 books written by Albumasar, Boccaccio, Boethius, Johannes Regiomontanus, Platemaus, Peurbach, Pomponius Mela, and Thomas Aquinas.¹⁹¹

Among the medical books listed on pages 69-76, enumerating around 150 titles, Galen, Serenus, Cornelius Celsus, and Dryandrius are represented.¹⁹² A number of "Krauterbücher" also appear in the list.

¹⁸⁷ The theological books cover pp. 2-31, *ibid.*; pp. 30-31 list the titles of the books of Erasmus. Cf. Mylius, *op. cit.*, pp. 2-3 and n. c.

¹⁸⁸ MS 22B (1), pp. 34-42.

¹⁸⁹ Mylius, *op. cit.*, p. 26; pp. 43-53 are devoted to the law books in the catalog.

¹⁹⁰ MS 22B (1), pp. 53-61 contain the books in philosophy. ¹⁹¹ *Ibid.*, pp. 61-69.

¹⁹² *Ibid.*, pp. 69-76. Cf. Mylius, *op. cit.*, p. 18, which mentions several medical books which were bought from Christoff Schramm by Cornelius Celsus, Qv. Serenus Aldus, and Dryandrius, costing *ca.* \$10.21.

Poetry claims 78 volumes including the names of such writers as the following: Homer, Pindar, Plautus, Terence, Ausonius, Tibullus, Virgil, Catullus, Horace, Juvenal, Conrad Celtis (varia), Chalybis (varia), Pigres (*Batrachomyomachia*), Baptista Mantuanus, Eobanus Hessus, and John Reuchlin.¹⁹³

The next division appears under the title "Oratory, rhetoric, grammar et mixti." Among the 120 titles recorded appear the names of the following ancient and Renaissance writers: Cicero, Pliny, Lucian, Vives, Ficino, Pico, Poggio, Willichius, Camerarius, and Johannes Sturm.¹⁹⁴

The catalog closes with a list of maps such as *Terra sancta*, *Italia* (Grosz), *Italia* (Klein), *Rhetia superior*, *der Turcenzug*, *Peregrinatie Pauli*, *das Ungarland*, *Tabulae in officia Ciceronis*, *Anatomia viri*, and *Anatomis mulieris*.¹⁹⁵

Doubtless many of the volumes in the ducal library would be classified in the rare-book section. Mylius implies this in the closing section of his description of the Wittenberg collection:

The most distinguished and rarest of these books is this Electoral library which we shall divide preferably into three classifications; and to encourage a better acquaintance with these volumes among scholars we shall give their titles. The first classification shall be of books of unusual size, consisting of many volumes, and for this reason not so common but in general rather rare and precious, or at least worthy to remember for one reason or another.¹⁹⁶

If space permitted, an analysis of this long list of books would also be very interesting. Such a study would but furnish additional evidence for the conclusions which seem already evident. An examination of the catalogs and the Mylius list proves that the ducal library had many rare volumes and manuscripts in which the classics, the Church Fathers, the Scholastics, and the humanistic writers of the Renaissance were well represented.

Although there is little direct evidence that Martin Luther and Philip Melanchthon had much to do with the building-up of the library, it is highly interesting that while they were transforming the University of Wittenberg from a scholastic

¹⁹³ MS 22B (1), pp. 77-83.

¹⁹⁴ *Ibid.*, pp. 83-95.

¹⁹⁵ *Ibid.*, pp. 95 ff.

¹⁹⁶ Mylius, *op. cit.*, p. 38.

institution in which the *via antiqua* and *via moderna* were dominant into one of biblical humanism, the university library should also reflect this basic change. From the correspondence between Spalatin and the Reformation leaders it is quite evident that the superintendent of the library was a very warm friend of Martin Luther¹⁹⁷ and that, as such, he welcomed and even furthered the changes in the university. As a frequent visitor on the Wittenberg campus, Spalatin had every opportunity to learn the wishes of the Wittenberg professors, and he seems to have done everything within his power to meet their needs.

CONCLUSION

Although it is somewhat hazardous to generalize on the significance of this library, certain deductions seem almost obvious. Since Wittenberg was the center of the German Reformation, such a collection of books as that of the ducal library would be an undoubted spiritual force in the rise of Lutheranism. The fact that the classics, and the Church Fathers, and the humanists were so well represented seems to point conclusively to the fact that the Reformers valued and employed Renaissance tools in the restoration of early Christianity. It is interesting, too, that Martin Luther, who so closely supervised the Church Visitations and the growth of Lutheranism in general, should have tolerated the establishment of a strongly humanistic library in the very university which he was molding into a thoroughly Lutheran institution. All this seems to give us additional evidence as to the Reformer's high estimate of the three sacred languages as keys to theology. And, finally, the humanistic trends in the University of Wittenberg seem to have been much stronger than is generally believed. Erasmus was highly respected as a scholar, even if his theology was rejected, a fact which seems evident from the long list of his writings in the 1536 catalog and from the use of his picture in

¹⁹⁷ G. Berbig, *Georg Spalatin sein Verhältnis zu Martin Luther auf Grund ihres Briefwechsels bis zum Jahre 1525*, p. 9, esp. pp. 13-14; for a complete study, see Enders, *op. cit.*, Vols. I-XIX, *passim*.

the university *Album* for the year 1530.¹⁹⁸ Even if Lutheranism did not accept much of the spirit of the Renaissance because it believed in *sola scriptura*, in its methods and use of literature the spirit of Italy seems to have penetrated its academic halls far more than is commonly realized.

¹⁹⁸ C. E. Förstemann, *Album Academiae Vitebergensis* (Leipzig, 1841), Vol. I, has a number of beautiful illustrations in the Halle original which were not reproduced in the trade publication.

A STUDY OF THE UNIVERSITY OF DENVER
SCHOOL OF LIBRARIANSHIP GRADUATES
1932-38

HARRIET E. HOWE

THE typical University of Illinois library-school student was described by Eugene H. Wilson two years ago in the *Library Quarterly* as

an unmarried woman, twenty-six years of age, white, and of American parentage. She is a graduate of a state university or of a small liberal arts college where she made a slightly better than average scholastic record [this is assumed to be approximately "C+"], majored in English, and studied French or German. She has had four years of experience in teaching or library work since graduation. Her home is in a small or medium-size city in a middle western state.¹

In the fall of 1938 the University of Denver School of Librarianship undertook the collection of data concerning its graduates for the years 1932-38 and, with the aid of Professor Fitzhugh Lee Carmichael and his students of statistical methods in the School of Librarianship, made tabulations, maps, charts, and diagrams of the findings. From the information secured, the following might be said to be a composite picture of the University of Denver School of Librarianship graduates:

An unmarried woman of twenty-seven years of age, white, and of American parentage. She is a graduate of an endowed college or university, where she made a "B" scholastic record, majored in English, and studied French and Latin, and, probably, German. She has had four years of library experience since college graduation. Her home is in the Rocky Mountain region, probably in Denver.

AGE AT ENTRANCE

Of the 192 graduates during the period under review, 78 were between the ages of twenty and twenty-four when they entered

¹ "Pre-professional background of students in a library school," *Library quarterly*, VIII (1938), 184.

the school; the majority—164—entered while between the ages of twenty and thirty-four. The 28 older entrants included members of the Denver Public Library staff who had had many years of library experience but no local opportunities for professional education before the opening of the library school at Denver. The coefficient of correlation between age at entrance and library-school grades for the classes of 1932-35 was found to be $+.12$.² So, apparently, age has not been a factor in academic success or failure. Further, from 1935 to 1938, 18 graduates, several of whom were in the upper-age brackets, left the Denver Public Library staff for better positions; thus indicating that promotion for the older women graduates of the library school is possible.

INSTITUTIONS ATTENDED

Fifty-nine institutions, mostly endowed colleges or universities, had been attended by the 192 graduates of the School of Librarianship during 1932-38. While in the University of Illinois study³ about the same proportion of institutions to students was shown, the state university or small liberal arts college predominated. Local affiliations doubtless affect this, since the Illinois library school is a part of a state university and the Denver School of Librarianship is a part of an endowed university. But the fact that about twenty-five other endowed institutions are included in registration at Denver may be worthy of note.

SCHOLASTIC AVERAGES

A "B" college average appears for the typical Denver School of Librarianship graduate. Using a sampling of the graduates, however, the figures show that, of 115 graduates, 25 were accepted with college averages in the "C" group. None of the 25 made honors grades; but 2, with college averages of "C+" who had had successful library experience and had made high vo-

² Emma Louise Schwalb, "Value of the Inglis Test of English Vocabulary and the Whipple High School and College Reading Test in predicting aptitude for library school courses" (unpublished Master's thesis, University of Denver, 1939), p. 51.

³ Wilson, *op. cit.*

cabulary scores, averaged "B+" in the library school. Fifteen of the remaining 23 received the lowest grade that the library school gives as passing, and had difficulty later in adjusting to professional positions. Six of the remaining 8 had good vocabulary scores on which to predict better records in library school than the college average would indicate. These results with the low-average group have led the Denver school to (1) scrutinize transcripts carefully; (2) refuse admittance to college graduates with "C" averages unless trustworthy librarians will predict that the graduate will do satisfactory library work on the professional level; and (3) insist upon a "B" average for Senior students.

Twenty who had college averages in the "B" group lowered their records in library school, most of them, however, changing from "B+" to "B" or from "B" to "B-"; only 5 dropped to the "C" range—one was working full time outside, one was ill, and three were very immature. The others with the "B" college average either held that placement or bettered it in library school. In the sampling no "A" college-average student received less than "B+", and all had high vocabulary scores. The chances seem to be even for the good college student to maintain his record in the Denver library school, even though the faculty has a reputation for conservative ratings.

Vocabulary scores are used at Denver in cases of low college averages in an effort to predict mental ability. In a sampling for the classes of 1932-35⁴ the coefficient of correlation between the Inglis Vocabulary Test scores and library-school grade-point averages was +.46 and that between library experience and library-school grade-point averages was +.37.

UNDERGRADUATE MAJOR FIELDS

The University of Denver School of Librarianship is accredited as a Type III library school which admits Seniors, college graduates, and a few special students each year; the first group earning the A.B. degree with a major in library science, the second group, the degree of B.S. in Library Science, and the

⁴ Schwalb, *op. cit.*, pp. 49-51.

third, a diploma in library science. Of the 192 graduates studied, 40 per cent had majored in library science; this included the 23 special students, as well as the 57 who received the first Bachelor's degree. Unfortunately, no record was made of other majors completed by some of these 57 graduates. However, 60 per cent of the 192 library-school graduates hold the second degree—B.S. in Library Science—and that group shows a decided leaning toward the English major, with the social sciences next in rank, followed by languages, education, and fine arts. The miscellaneous group of majors—representing 6.8 per cent—may be analyzed as follows: biology, 3; commerce, 2; speech and drama, 2; psychology, 2; and philosophy, mathematics, forestry, and home economics, 1 each.

There appeared to be no particular relation between any specific college major and success, or lack of it, in the library school. Perhaps this is because of the methods used in presenting courses at this school. For example, the school is permitted to use various types of Denver libraries—school, university, special, and public—as laboratories for the study of known book collections and readers. Each student selects for his laboratory one of the libraries in his field of interest (frequently determined by his college major) and makes a sampling of its shelf list so that he has at hand throughout the year a miniature shelf list, ranging from three hundred to six hundred titles, which he uses in connection with each subject unit studied in the book arts class. At the end of each subject unit, e.g., history, the student presents his miniature shelf list and his suggestions of specific titles—with defense for inclusion or exclusion—which he considers might be suitable for that collection, always keeping in mind the budget limitation for that unit. A bibliography to fit some one restricted subject in the laboratory library is compiled, usually under the guidance of a specialist in this subject. In order that this selection may be practical, the student studies the community that uses his laboratory library by sampling the list of patrons, by interviewing representative individuals, and by similar procedures. His daily study of books and readers is always with his chosen library in view, but he also reads outside

of this subject field and participates in discussing and reviewing books which are useful to communities other than the one of his choice. By the end of the year he has (1) a specific knowledge of books, investigated in the light of the requirements of a specific library and of a specific group of readers, and (2) a general book knowledge gained from other portions of the course. Similar methods are used in the other courses.

LANGUAGES STUDIED

There are no language requirements for entrance to the Denver school, but the suggestion is made in the bulletin that "two modern languages, preferably French, German, or, for this particular region, Spanish," be included in the preliminary academic work. It was, therefore, a surprise to find that 81 per cent of the graduates had studied Latin. A correlation showed that there was a normal distribution curve of library-school marks for these students. A correlation between grades in Latin and in library school might bring to light some relation, but without that there is nothing to indicate that the study of Latin affects the student's record in this library school. The combination of languages studied showed this frequency: French and Latin, 37; French, Latin, and German, 36; French, Latin, and Spanish, 29; French, Latin, Spanish, and German, 24. Four graduates had had no language preparation. The curve of library-school grades followed the normal route here as it did for Latin alone. The reason may be that insufficient emphasis is placed on foreign languages during the Denver library-school year, although a knowledge of languages is necessary in many library positions, especially, in the catalog department.

LIBRARY EXPERIENCE

The fact that many alumni of this library school were in the upper-age bracket led to an inquiry as to the number of years that had elapsed between their entrance and the most recent formal education. Although 89 entered direct from some type of academic work, 103 had been otherwise occupied before registering at the library school, 58 having been away from formal

education for five years or longer. Before entering the School of Librarianship 35 per cent of the graduates had had library experience and an additional 25 per cent had been student assistants in libraries, making a total of 60 per cent who had been initiated, at least, into the library procedures. Only 8 per cent came from business or technical fields.

Figures in the Illinois study⁵ were computed on different bases, so only a few comparisons here are possible. About 37 per cent of the Illinois students reported no initial library experience as contrasted with about 18 per cent of the Denver graduates. In 1926, 60.3 per cent of the Illinois registrants had taught, but the percentage declined steadily until, in 1935, only 21.9 per cent had been teachers. From 1932 to 1938, 13 per cent of the Denver graduates had had preliminary teaching, but no other, experience.

The advantage of preliminary library experience shows at Denver (1) in pretest scores which may lead to the privilege of "honoring" parts of a course; (2) in receptivity of instruction; (3) in type of term problem—a few of these have been published and several have been used by the libraries represented; (4) in aid to fellow-students and to the teachers by tempering theory with practice; and (5) in effective placement following graduation. The advantage has not always shown in grades earned because a large proportion of those students with experience have been employed full time during the library-school year or years and they have not had the time or energy to compete for high marks, even though several have made honors. The coefficient of correlation between preliminary library experience and library-school grades computed for a sampling of the Denver graduates is $+ .37$.⁶

The disadvantages of being unfamiliar with library work show definitely in the first sessions in the fall, although one week of observation is required of all inexperienced students before they enter. Observation and practical work in local libraries are scheduled for the beginners for six hours a week from October

⁵ Wilson, *op. cit.*, p. 168.

⁶ Schwalb, *op. cit.*, pp. 49-51.

through November, and field practice is scheduled for the first two weeks of the third quarter. After the first quarter, the group without experience before entrance can compete on fairly even terms with their classmates who have had library experience, so that an excellent student in this group may outrank an excellent student with experience, unless the latter can expend on his studies a corresponding amount of time and energy. This may be another reason for the low correlation between prelibrary-school work and library-school grades. The required observation and practical work apparently aid the students in their first positions, for employers frequently reported that the graduates included in this study were unusually ready to participate in library techniques and to make use of the theory gained from the curriculum.

GEOGRAPHIC DISTRIBUTION OF STUDENTS

The concentration of students entering the Denver library school is, naturally, in the Rocky Mountain area—used here to mean Colorado, New Mexico, Utah, and Wyoming—with Denver predominating. The middle western states rank next, and a small number come each year from other sections of the United States. Study of the enrolment, year by year, shows that the number coming from the scattered states is increasing. The fact that these students come from regions where there are accredited library schools with lower fees than at Denver leads one to believe that the Denver school may offer certain advantages which are not found in the same measure elsewhere. Some of these may be (1) the climate; (2) the possibility of securing a degree in four academic years rather than in five; (3) the faculty, which is recognized for its progressive methods and professional ability; and (4) the proximity of the nationally known public library and the excellent school libraries, which are available to students who wish to observe and practice in those fields.

Other pertinent facts concerning the graduates, not covered in the composite picture of the University of Denver School of Librarianship graduate, include: the higher degrees attained,

the personality traits shown, the actual and potential placement, and the professional standing of the graduates for this seven-year period. These will be discussed in turn, although there is little published material available for comparisons.

HIGHER DEGREES ATTAINED

Higher degrees are beginning to be necessary for some types of library positions, and the graduates of the Denver school are preparing themselves for this requirement. Ten per cent have earned M.A. degrees—4.7 per cent before entrance and 5.8 per cent between 1932 and 1938, after leaving the library school. In addition, four graduates accumulated some advanced credit before entrance, and nineteen others have been doing graduate study since library-school enrolment.⁷ Mr. Douglas Waples' most recent list of "Graduate theses accepted by library schools in the United States from July, 1935, to June, 1938"⁸ included eight M.A. theses from this school. Several of these degrees were granted for work done by Denver graduates on the internship arrangement at the Colorado State College of Education in Greeley. Comparable figures cannot be given for other library schools because only the institutions granting the higher degrees are given in the list, with no indication of where earlier work was carried.

In addition to the graduates who have studied toward advanced degrees, nine persons are approaching the goal of the A.B. degree from among the twenty-three who presented less than three years of college work for admission and who therefore received only the diploma from the School of Librarianship. Two of these nine had had no college work, one had had a small number of courses, and six were almost eligible for senior standing on entrance to the school.

DESIRABLE TRAITS FOR LIBRARIANSHIP

The Denver school has attempted by means of testing and guidance to develop traits of personality desirable for librarianship.

⁷ Seven of these nineteen students received Master's degrees in 1939.

⁸ *Library quarterly*, IX (1939), 193-203.

ship. The writer's article entitled, "Traits of the ideal and potential librarian," which appeared in the April, 1936, issue of the *Library quarterly*,⁹ describes the procedures used here until that date. A local test, the Miller-Murray Personal-Social Adjustment Test, has been added and found to give good guidance results. The school is anxious to co-operate with a study which the Association of American Library Schools is proposing in this field. The test scores for classes from 1932 to date will make available data which that association may wish to use.

PLACEMENT OF GRADUATES

Alumni held positions in the following localities: Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Washington, West Virginia, and Wyoming. The types of libraries in which they worked included public, school, special, and college and university libraries.

The spread of placement from coast to coast in seven years was not contemplated, but it has occurred for several reasons. Some graduates have returned to positions from which they were on leave of absence for study, as, for example, three of the four alumni from Hawaii. Some graduates took classmates with them to different sections of the country. Other positions resulted from carefully worded letters of application or from civil service examinations.

It is difficult to persuade Denver people to leave this vicinity, but, from 1935 to December, 1938, eighteen members of the Denver Public Library staff left for better salaries and positions elsewhere, with the result that beginning salaries at that library have been raised to meet the competition. Placements in the Rocky Mountain region will always predominate, and the facts about the region indicate that there is more room to spread than might be realized. The effect of this school upon the Denver Public Library staff may be illustrated by the following. In

⁹ VI (1936), 111-23.

December, 1931, following the opening of the School of Librarianship in September, there were 103 professional librarians on the staff of the Denver Public Library, 17 of whom were graduates of accredited library schools. In December, 1938, there were 93 professional librarians and of the 54 library-school graduates, 41 were from the University of Denver school. Ten others of that staff were enrolled as part-time students in 1938-39: one for a diploma and one for a degree in June, four for diplomas in the summer quarter of 1939, and the four others for credentials in later classes.

In 1937, when a Colorado state library survey was made, more than 60 per cent of the public libraries of the state had librarians with no professional preparation. In the twenty-four cities or towns of over 5,000 population there were but six professional librarians in charge. In two of these, and in two other towns, there were library-school graduates as assistants. When it is realized that Denver is included in this count, the picture takes on more significance. The workshop on county and regional libraries offered at the School of Librarianship in April, 1939, under the direction of a graduate, brought in a personnel that has never been reached before by state meetings or by advisory service from the state house. The situations in Wyoming, Utah, and New Mexico are similar but not even so progressive as Colorado. Visits by faculty members to the libraries of the region have helped to get younger members of these library staffs started toward college and library school, but it is a long, slow process of preliminary interviews to arouse interest, of follow-up talks and letters, and then finally of professional education. Some such interviews have brought students into the University of Denver for college work and finally to the library school and to graduation. The placement field in the Rocky Mountain region is vast and the signs are that it is responding to cultivation.

TYPES OF LIBRARIES EMPLOYING GRADUATES

The types of libraries in which 161 graduates were employed in 1939 were: public, 87; college or university, 44; public-

school, 22; and special-subject, 8. To the latter group might be added the 16 in special-subject divisions in public or university libraries. To the school group, in like manner, could be added the 33 who are dealing with children and youth in the public library. The spread of types of library work into which the Denver graduates have gone explains in part the reason for the flexible curriculum which has been developed. A full description of the changes made from the traditional courses at the University of Denver School of Librarianship is found in an article by the writer, entitled "The first-year library-school curriculum."¹⁰ The use of the major interest of the student in the School of Librarianship is discussed earlier in this article, and the manner of preparation for special-subject libraries is described in two articles by the author published in *Special libraries*.¹¹ Known placement trends have been followed and new ones have been anticipated to the resultant advantage of the graduates.

PLACEMENT COMPARISONS

The section on "Library school appointments" was published in the *Library journal* for the years 1936, 1937, and 1938,¹² after having been omitted for several years. The placement percentage by October 1, 1936, of the students expecting to be graduated, as recorded in the A.L.A. Board of Education for Librarianship "Report" for 1936¹³ at each of the following schools was:

University of California.....	.45	Emory University.....	.85
University of Illinois.....	.55	University of Denver.....	.88
Pratt Institute.....	.82	Western Reserve University....	.91
Columbia University.....	.84	University of Wisconsin.....	.92

¹⁰ In L. R. Wilson (ed.), *Library trends* (Chicago: University of Chicago Press, 1937), pp. 361-74.

¹¹ "The library school and the special librarian," *Special libraries*, XXIV (June, 1933), 107-11; and "What training for the special librarian?" *ibid.*, XXIX (September, 1938), 212-17.

¹² Vols. LXI (December 15, 1936), 970-72; LXII (November 15, 1937), 869-79; and LXIII (November 15, 1938), 880-88.

¹³ *Bulletin of the American Library Association*, XXX (May, 1936), 327.

The lists in the 1937 *Library journal*¹⁴ include so many more placements for some schools than the Board of Education for Librarianship "Report" for 1937¹⁵ had specified as enrolments that evidently summer-school graduates and others had been included, so no comparisons are reliable. However, all the 1937 class members of the University of Denver School of Librarianship were at work by September 1, 1937. Many schools failed to comply with the editor's request for placements to be printed in the November 15, 1938, issue of the *Library journal*, so that again full comparisons are not possible. In the 1938 placements listed the only school of similar enrolment figures which exceeds the Denver school in percentage of placements (.92) is the Library School of the University of Wisconsin (.95), where placement work has usually been very successful.

PROFESSIONAL STANDING OF GRADUATES

The salary scale in the Rocky Mountain region is lower than in other parts of the country, accompanied, it is said, by lower living costs. For example, of those receiving salaries of \$1,900 and over only six of the group studied are located in Colorado. Nearly all of the initial placements are for beginners' salaries and work. The beginning salary, however, has been raised since 1932 until now it is the occasional alumnus who accepts less than \$100 a month. School-library salaries are better than others in practically all sections, \$1,200 or \$1,300 being the customary amounts for nine or ten months, with yearly increases on a definite schedule. The usual public-library scale is \$1,200 for a beginner for twelve months, with a vacation generally of three weeks, and no definite scale for advancement. Salary, however, is not the only criterion of success.

Several graduates with an appreciable amount of library or teaching experience have been promoted to posts of responsibility, but the Denver school is too new to have many important positions on its placement lists.

¹⁴ LXII (November 15, 1937), 869-79.

¹⁵ *Bulletin of the American Library Association*, XXXI (September, 1937), 504.

The School of Librarianship has received recognition in other ways. Appointments to committees of the American Library Association are becoming common, and two graduates are recent additions to important boards of that association. Graduates are also on many committees of the Colorado Library Association, including its executive board.

This study would not be complete without an acknowledgment of gratitude, on behalf of the School of Librarianship, to various groups and individuals: (1) to the University of Denver authorities and faculty for generous aid in many details of procedure and administration; (2) to the alumni for the loan fund established to aid students who are temporarily short of funds; and (3) to the Carnegie Corporation for making the beginning of this school possible by grants over succeeding years and, more recently, for an endowment grant.

THE DISTRICT-SCHOOL LIBRARY, 1835-55

SIDNEY DITZION

THE inaccessibility and inadequacy of existing "public" library facilities—viz., the social, mechanics', and mercantile associations¹—were recognized by many of those who were leading or participating in the educational revival of the second quarter of the nineteenth century.² Co-operative subscription libraries were possible in larger towns and cities where wealth and motive were adequate to start and to maintain library enterprise. But if such storehouses of literature were to be enjoyed in rural areas, it was obvious to educators, to men of public vision, to humanitarians, and to others in the 1830's that public assistance was needed to establish them. And the school district, which had already achieved status as being taxable for educational purposes, was seized upon as the logical unit for library establishment.

This does not mean that the idea appeared suddenly at the time of the educational revival. Adumbrations of this movement are to be found in the messages of some of the governors of New York State, in pamphlets issued privately by interested persons and associations, in the educational press, and elsewhere. One of the earliest hints at connecting libraries with schools was given in Governor Tompkins' message to the legislature in 1812,³ where one reads of the good which would accrue "from a judicious selection of books, calculated to enlighten the understanding . . . to improve the heart . . . and to guard the young and tender mind from receiving fallacious impressions." Governor Clinton, who was interested in mercantile li-

¹ Sidney Ditzion, "Mechanics' and mercantile libraries," *Library quarterly*, X (1940), 192-219.

² Horace Mann, *Life and works* (Boston: Lee & Shepard, 1891), III, 13.

³ Charles Z. Lincoln (ed.), *Messages from the governors . . .* (Albany: J. B. Lyon, 1909), II, 726.

braries to the extent of supporting them whenever the opportunity was presented,⁴ mentioned the subject in his 1825 message and made a specific recommendation two years later:

Small and suitable collections of books and maps attached to our common schools . . . are worthy of attention; when it is understood that objects of this description, enter into the very formation of our characters, control our destinies through life, protect the freedom and advance the glory of our country . . . let it be our pride, as it is our duty, to spare no exertion and shrink from no expense, in the promotion of a cause consecrated by religion and enjoined by patriotism.⁵

Several similar statements, made by governors and school commissioners of the early 1830's, led to the passage of a law in 1835 covering the establishment of school-district libraries. The role which John Adams Dix played in this work will be discussed later.

If one must seek out and attach extreme importance to the pioneers of social movements, Jesse Torrey, of Ballston Spa, New York, doubtless lays first claim to being the pioneer of the public-library movement. In fact, he attributed this priority to himself. Torrey was active in the establishment of a Juvenile Society for the Acquisition of Knowledge (1803-4), and he was intensively engaged in speaking, in corresponding, and in writing about public libraries during the period 1815-22. Greatly impressed by the economy and efficiency of the Lancasterian system of common-school education, he urged that governments, associations, and men of wealth use their money toward "establishing in cities, towns, villages, and parishes, *Free Circulating Libraries*, to be equally accessible to all classes of the community, including, particularly, the rising generation of both sexes over ten or twelve years of age."⁶ Torrey proposed

⁴ Edward A. Fitzpatrick, *The educational views and influence of De Witt Clinton* (New York: Teachers College, Columbia University, 1911), p. 83.

⁵ Lincoln, *op. cit.*, III, 160 (other educational recommendations are interspersed with these remarks).

⁶ Jesse Torrey, *The intellectual torch* (1815; reprinted Woodstock, Vt.: Elm Tree Press, 1912), pp. vii, x, and 9. These ideas were said to have been treated more extensively in Torrey's *The herald of knowledge* (Washington, D.C., 1822).

these libraries as a means of fostering "virtue, prosperity, and happiness" and of "preventing vice, poverty and misery."

One of the more interesting phases of Torrey's thinking was his dissatisfaction with the mercantile and mechanics' libraries whose establishment he is known to have influenced.⁷ His most pointed criticism was that the apprentice type of library did not provide for many elements of the population, particularly for the young members of the female sex. He could see no valid reason for any discrimination being made against young women unless there was fear "that young ladies will trespass on the claims of apprentices to the use of works on architecture and mechanics."⁸ If there must be a preference as to sex, he thought that the women should be served. "Instruction is reproductive, ad infinitum," he said, using a point to be found in other agitations for female education—viz., that the fortuitous educational influence possessed by women by virtue of their family functions placed them in a powerful position with regard to the character of future generations.

It is most essential to examine Torrey's social ideas because they were used so extensively—greatly amplified, of course—in library efforts of later years. In the first place, he believed that the well-informed man—be he a mechanic, a farmer, or anything else—is better equipped to provide for the prosperity and security of himself and family. The idea here is not wholly, but largely, utilitarian. Second, to insure permanence to our republican form of government education must reach the many. The policy of our legislatures, as shown in their endowments to colleges and universities, was, to Torrey, in direct imitation of those European monarchies which were merely interested in reaching the few. Following the educational ideas of the out-

⁷ Torrey, *The intellectual torch*, pp. xv-xvi. A letter addressed to Torrey (January 21, 1822) by Roberts Vaux, who was one of the great influences in the establishment of the Philadelphia Apprentices' Library, expresses indebtedness to the former for his publications; apparently the ideas embodied in these led to the formation of the Philadelphia institution. For a discussion of Vaux's activities in behalf of libraries for the school districts of Pennsylvania, see J. J. McCadden, *Education in Pennsylvania, 1801-1835* (Philadelphia: University of Pennsylvania Press, 1937), p. 183.

⁸ Torrey, *The intellectual torch*, p. xvii.

standing leaders of the revolution, Torrey believed that the interdependence of public opinion and government demanded the general diffusion of knowledge. If the constitution did not provide for this safeguard to our liberty, it should be amended immediately.⁹

Moreover, if, by contribution or taxation, the rich could place a tiny proportion of their wealth at the disposal of the poor by providing libraries, "much useful knowledge" would then be available to the poor. Some of the evils in society would soon disappear. Envy, malice, hatred, and party spirit would have little or no room to grow. The library would be instrumental in attacking some of the blights in human society. In fact, from the "phenomenon of extracting the greatest good from the worst evil," the idea occurred to Torrey that "sufficient funds may be raised, by a liberal system of duties on *ARDENT SPIRITS*, for the universal establishment of *Free Lancasterian Schools*, and *Free Public Libraries*."¹⁰

Notwithstanding the fact that Torrey's work was widely distributed, it is difficult to find a direct influence of his propaganda literature in the district-school library interests of the 1830's. The letter which Torrey received from Roberts Vaux (cf. n. 7) mentions "the utility of the small libraries attached to some of our Lancasterian free schools."¹¹ The insistence that libraries must be *free* must have made a telling impression on the minds of some of those who conceived of the district-school library idea.

Another pamphlet, published at a much later date (1833), was called *Plans for libraries; by a friend of education*.¹² Urging, as it did, the formation of local, or parish, libraries throughout the country "as an essential branch of the system of general education," it was fairly close in conception to the district-school library as provided for in New York two years after its publication. It advocated support by subscription rather than

⁹ *Ibid.*, pp. 3-7.

¹⁰ *Ibid.*, pp. 8, 12-13, and 27.

¹¹ *Ibid.*, pp. xv-xvi.

¹² This pamphlet was reviewed at length in *American annals of education and instruction*, IV (1834), 81-85.

by taxation. The social orientation of the writer of the pamphlet ran like this: The complete interdependence between the moral and intellectual qualities of man, on the one hand, and the institutions which make possible his full development, on the other, places an additional premium on knowledge. It is impossible to preserve these institutions—and this “has been a source of failure of all past attempts to secure perpetuity of freedom”—unless the people have an adequate conception of their rights and of the principles and practices of participation in government.

Strangely enough, little is to be found in the educational press of the twenties and thirties which would shed light on the movement toward tax-supported district libraries. The major magazines of this period carried articles and statements about some of the important mercantile and mechanics' libraries which were then passing through their infancy. Whenever they did speak of the virtues of supplementing school education by reading, they stressed the cheapness of books and the possibility of establishing a loan system of sets of the books proposed for publication by the American Society for the Diffusion of Useful Knowledge.¹³

But even this discussion was valuable in providing an impetus to the establishment of district-school libraries. The society itself claimed as its chief purpose “the publication of a series of works, on the more important branches of popular knowledge, to be prepared and issued in a style and manner suited to the purposes of a School Library.”¹⁴ Horace Mann's earliest suggestion concerning school libraries was that if all districts could not stand the expense of owning a set of these books such sets could be packed in cases and shipped from district to district. Similar proposals are found in a subsequent report.¹⁵

¹³ [Barnard's] *American journal of education*, III (1828), 31-32; *ibid.*, IV (1829), 537 ff.

¹⁴ American Society for the Diffusion of Useful Knowledge, *Prospectus of the American library for schools and families* (New York: The Committee, 1837), p. 2.

¹⁵ Massachusetts Board of Education, *First annual report, 1837*, pp. 12-14; *Second annual report, 1838*, pp. 19-21.

The father of the school-district libraries of New York was James S. Wadsworth, of Geneseo. As a large landowner and agriculturist in western New York, his fortune was made when the building of the Erie Canal made possible the inexpensive shipment of his products to the eastern markets. In later life one of his guiding purposes was to fashion community spirit out of "sectarian rivalries" and "machines of individual salvation."¹⁶

However, Wadsworth's interest in education dates back to 1796. In commenting on a plan for the settlement of a unit of land 30 miles square, he proposed that a 120-acre lot be set aside for the support of the Gospel and 125 acres for a school. He admitted that such areas of land to be given up by each township were considerable; but, said he, it "is observable that the stability of government, and of course the security of property in all republics, depend, in a great measure, upon the information of the common people."¹⁷

In 1827 Wadsworth projected an "academy" with which he hoped to shed the light of science upon the people of Geneseo during the winter months, usually idled away by rural dwellers. He argued that neither millwright nor mason would be harmed if his scientific knowledge and powers of reasoning were enhanced.¹⁸ Moreover, he felt that educational institutions such as this would stabilize frontier communities and would retard the tendency to move westward.

The law adopted by New York State for district-school libraries was a substantial embodiment of Wadsworth's ideas. During the summer months of 1833 this active but modest agitator for popular libraries wrote to many members of the state legislature, urging them to spread the word around to their fellow-legislators and, if possible, to get it to Governor Marcy's ears.¹⁹ General Dix, then secretary of state and ex of-

¹⁶ Henry Greenleaf Pearson, *James S. Wadsworth of Geneseo* (New York: Scribner's, 1913), pp. 14, 18-19.

¹⁷ [Barnard's] *American journal of education*, V (1858), 395.

¹⁸ Pearson, *op. cit.*, p. 19.

¹⁹ [Barnard's] *American journal of education*, V (1858), 401-2.

ficio superintendent of the common schools, was said to have been greatly influenced by Wadsworth in the direction of favoring district-school libraries.²⁰ Governor Marcy did, indeed, advocate libraries in his annual message to the legislature in 1834.

The ideas set forth in this campaign were more political than were those used by Torrey. Democracy was broadening its base in the Jacksonian period, and education could not but receive its impact. It was impossible, Wadsworth maintained, to "make competent citizens of our 500,000 youths, without knowledge." More than that, not having read books when young, distinct ideas could not be expected of the people in later years. "And yet," he wrote to Charles King, "you call on them to decide treaties and constitutional questions."

The climax of the battle for free district libraries in New York State was reached in 1834, when General Dix, Jacksonian Democrat, abolitionist, and believer in the "virtue and intelligence of the people," introduced the question to the legislature:

If the inhabitants of school districts were authorized to lay a tax upon their property for the purpose of purchasing libraries for the use of the district, such a power might, with proper restrictions, become a most efficient instrument in diffusing useful knowledge, and in elevating the intellectual character of the people. A vast amount of useful information might in this manner be collected where it would be easily accessible, and its influence could hardly fail to be in the highest degree salutary, by furnishing the means of improvement to those who have finished their common school education, as well as to those who have not. The demand for books would insure extensive editions of works containing matter judiciously selected at prices which competition would soon reduce to the lowest rate at which they could be furnished.²¹

The great impetus to library legislation in Massachusetts was Horace Mann's report for 1839. Here the special plea is based on Mann's survey of library resources in Massachusetts. The approach is more or less negative, based on a discussion of the reading material which was not available in the homes to insure

²⁰ John A. Dix, *biographical sketch of . . .* (published in 1848 in the *Albany atlas* and in the *New York evening post*), p. 7.

²¹ New York (State) Superintendent of Common Schools (hereafter referred to as "N.Y.S.C.S."), *Annual report, 1835*, p. 45.

the proper physical, intellectual, moral, and religious education for the present age as well as for the coming generation. Every book read by the young, said Mann, entered into the warp and woof of their future character. As for the poor and laboring population, the art of printing did not seem as yet to have been discovered. Mann's philosophy with regard to libraries—which will be incorporated in a subsequent discussion of the ideas which motivated the district library—followed his educational thinking fairly closely. It was not much more than an application of his ideas toward the extension of public support of education.²²

LEGISLATION AND REGULATION

The essential features of the act of 1835²³ followed Mr. Wadsworth's suggestions to certain legislators two years previous. The taxable inhabitants of each district were given the power to vote, at a legally assembled district meeting, to tax themselves—up to \$20 plus the price of a bookcase the first year and up to \$10 in any succeeding year. The money was to be expended for such books as the district meeting should direct. The law ordered that the librarian be the clerk of the district, or "such another person as the taxable inhabitants may at their annual meeting designate and appoint by a majority of votes." This last provision, though it conformed to the admirable practice of extending elective offices—a tendency which was current in this period—was a fundamental weakness which, almost from the beginning, undermined the efficiency and continuity of library service. The powers over book selection and library regulations were later turned over to elected trustees; and, within a short time, the state superintendent of common schools himself promulgated general rules and regulations concerning district-school libraries.

Apparently more than mere permissive legislation, though Governor Marcy was sanguine about its efficiency,²⁴ was needed

²² Mann, *op. cit.*, III, 3-52.

²³ Laws of New York, 58th session, chap. lxxx (an act relating to public instruction—passed April 13, 1835).

²⁴ Lincoln, *op. cit.*, III, 538.

to induce the "taxable" inhabitants of school districts to organize libraries. All sorts of missionary work and monetary inducements offered by Mr. Wadsworth were of little avail.²⁵ General Dix, reporting that very few of the school districts had taken advantage of the act in the first years, still insisted that it would not be wise to force the inhabitants to tax themselves.²⁶ In 1837-38, when the distribution of income from the United States deposit fund was being discussed, Dix and Wadsworth suggested that a portion of this money be devoted to district libraries with the proviso that the districts match the subsidy by taxing themselves the same amount.²⁷ The act of April, 1838, allocated \$55,000 from the income of this fund to be used in accordance with this principle. The manner of distribution was to follow that for other school moneys, "except that the trustees of the several districts shall appropriate the sum received to the purchase of a district library, for the term of three years [the period was extended to five years by the act of 1839] and after that time for a library, or for the payment of teachers' wages, in the discretion of the inhabitants of the districts." The amount thus to be received by each district was in proportion to the number of children between five and sixteen years of age, the theory being that the ratio of children to adults would not vary appreciably among different school districts.²⁸

As the date drew near beyond which the expenditure of library money could be diverted to teachers' salaries, the state superintendent, Samuel Young, began to speculate about the implications of this provision. He saw that in the richer and more populous parts of the state the libraries would continue to flourish, since there would be no lack of funds for teachers' salaries. However, in the poor and thinly populated areas, where the libraries would be inadequate to start with, the temptation was to pay teachers out of the state allocation from

²⁵ [Barnard's] *American journal of education*, V (1858), 402.

²⁶ N.Y.S.C.S., *Annual report*, 1836, p. 24.

²⁷ [Barnard's] *American journal of education*, V (1858), 402-3; Lincoln, *op. cit.*, III, 651-52 (Governor Marcy recommends this method to the legislature).

²⁸ N.Y.S.C.S., *Annual report*, 1837, pp. 31-32 and 154.

the deposit fund. He therefore urged that the library expenditure should continue until all were liberally supplied with books. Useful knowledge would "be thus brought home to the doors of every citizen, however humble his station, or limited his means."²⁹ The act of 1843 accordingly extends the five-year clause indefinitely³⁰ and goes farther:

Whenever the number of volumes in the district library of any district numbering over fifty children between the ages of five and sixteen years, shall exceed one hundred and twenty-five; or of any district numbering fifty children or less, between the said ages shall exceed one hundred volumes, the inhabitants of the districts qualified to vote therein, may, at a special meeting, duly notified for that purpose, by a majority of votes, appropriate the whole or any part of library money belonging to the district for the current year, to the purchase of maps, globes, blackboards, or other scientific apparatus, for the use of the school.³¹

Another interesting piece of legislation was passed in 1839 to permit the establishment of "union" library districts. Under this law the inhabitants of two or more adjoining districts may obtain permission from the superintendent of schools to pool their libraries. This law was but an early symptom of both the weaknesses and the significance of the district-school library. We shall later examine this more thoroughly.

Notwithstanding the fact that the law had given great leeway to the inhabitants of districts and trustees in the management of libraries, Superintendent Dix made clear (in his common-school decisions) the rules and methods for the care and preservation of school libraries. Superintendent Spencer (1838), carrying out the directions of a law recently passed, wrote and distributed to the districts "a set of general regulations for the preservation of the school-district libraries and the use of them." Some districts were slightly annoyed at the implication that they couldn't manage things for themselves; but, by and large, these regulations were gracefully accepted and put into successful operation.³²

²⁹ N.Y.S.C.S., *Annual report*, 1841-42, p. 16.

³⁰ S. S. Randall, *A digest of the common school system of the state of New York . . .* (Albany: Van Benthuysen, 1844), p. 209.

³¹ *Ibid.*, p. 140; N.Y.S.C.S., *Annual report*, 1844-45, p. 35.

³² N.Y.S.C.S., *Annual report*, 1837, p. 162; *ibid.*, 1838, pp. 18-19; *ibid.*, 1839, p. 24.

The location of district-school libraries seems to have given educational officials no little trouble. Some argued that books were read in proportion as the library was near or in the school. Wadsworth pointed out a possible difficulty in this arrangement. If, he said, the teacher happened to be a winter transient—as he often was—and walked off in the spring with half the library, the trustees would be responsible for the loss. A countersuggestion was that the teacher should be made responsible for all library losses. In general, the compromise agreement was that, whenever the teacher was a bona fide and trusted resident of the district, he should be made librarian, and the library should be placed in the schoolhouse. This arrangement was apparently best suited to the needs of the inhabitants as well as to the convenience of the deputy superintendents, who were obliged to “visit” and report on both school and library.³³

Although it is fairly clear that Horace Mann conceived of these libraries as being meant for those attending the common schools, for the most part the proponents of the school library made clear in many ways that this institution was not intended solely for school children.³⁴ Superintendent Dix had said at the beginning that the object of these libraries was directed mostly to those who had finished their common-school education, that the prime purpose was “to disseminate works suited to the intellectual improvement of the great body of the people rather than throw into school districts, for the use of the young, books of a merely juvenile character.”³⁵ The reports of county superintendents and school visitors demonstrated this stress. They spoke of the effect of these libraries on whole families and on the general level of popular conversation, of “the value of self-culture in addition to school instruction,” of invaluable deposi-

³³ *District school journal of the state of New York*, IV (1843), 56-57 (all through the reports of the county superintendents for 1842-45 are to be found complaints regarding the inaccessibility or elusiveness of the district library).

³⁴ John S. Brubacher, *Henry Barnard on education* (New York: McGraw-Hill, 1931), pp. 248 ff. (from the Appendix to Barnard's *Fourth annual report as secretary to the Board of Commissioners of Common Schools in Connecticut* [1842]).

³⁵ N.Y.S.C.S., *Annual report*, 1837, p. 162.

tories of useful information appreciated by the youthful and adult population, etc.³⁶

Advice on the selection of books for district-school libraries was frequently accompanied by a discussion of the problem "child versus adult." Superintendent Young felt that, in spite of, and because of, the historical attention given to the adult population in the planning of libraries, it was the youth—since the youth was now receiving a common-school education—who could benefit more from these libraries. Moreover, you could not even approach the adult population with difficult and abstruse works of science and philosophy. You had first to give them elementary books and then gradually raise the level of their reading. It was therefore better from both points of view to give numerical weight to the more elementary books. All of these ideas are reiterated and affirmed in later writings.³⁷

SOCIAL IDEAS AND ATTITUDES

Before entering upon a discussion of the social and philosophical ideas which led men to activity in behalf of libraries, one must note briefly that the second quarter of the nineteenth century was one of great intellectual ferment. Men were pronouncing with marked frequency the ability of all to learn and the peculiar advantage with which knowledge endowed the human species. The close relationship between these ideas, the prolixity of magazine and newspaper publication, and the rapid spread of informal educational institutions must be observed. This glorification of man and his purposes entered into the thinking of district-library protagonists to be sure.³⁸ "The mind of every man is instinct with capacities above the demands of the workshop or the field." His "subtile and evanescent" susceptibilities to "all the embellishments of civilized life" rendered it possible

³⁶ *Ibid.*, 1841-42, pp. 94-95 (Broome County); p. 269 (Oneida County); p. 287 (Orleans County); for a report which complains that libraries are not used enough by adults, cf. *District school journal of the state of New York*, III (1842), 3.

³⁷ N.Y.S.C.S., *Annual report*, 1842-43, pp. 28-29; also *ibid.*, 1844-45, p. 36; *ibid.*, 1846-47, pp. 50-51.

³⁸ Massachusetts Board of Education, *Sixth annual report*, 1842, p. 47.

for him, through finer educational influences, to take the edge off the material difficulties of his daily life.³⁹

It was even argued that everyone was born with such "capacities and dispositions" as would produce a naturally keen curiosity and desire for knowledge. This propensity, it was said, led the child through various processes of learning; and, finally, when he had learned to read, the human being had ample scope for the exercise of this natural urge to inquire and to know. This conception of the properties of human intelligence was also held by Superintendent Samuel Randall, an educator whose library consciousness is evident throughout his annual reports. Exultation over the diffusion of intelligence and scientific knowledge throughout the large population of New York State was not infrequent in the reports of the superintendents.⁴⁰

Libraries, and the opportunities for self-improvement which they offered all classes, rich and poor, were almost worshiped as resurrectors of the slumbering mentality of the mass of mankind. Where the district libraries were not receiving the use which their glorious advent promised, one heard the lament that souls had been slumbering through such a long winter that even the spark necessary for rekindling was no longer present. Granting that knowledge is power, what fine "generators" these libraries would be! How they would raise on high the standard of popular intelligence once they came within the daily reach of the sons of farmers, merchants, mechanics, and laborers!⁴¹ Libraries "would render each district substantially an Association for Intellectual and Moral Improvement."⁴²

Assuming the universal presence of these capacities, it was axiomatic that no education was worthy of its name if it did not impart to all a capacity for self-culture. The ideological cur-

³⁹ Mann, *op. cit.*, III, 29.

⁴⁰ N.Y.S.C.S., *Annual report, 1841-42*, p. 12 (Samuel Young); S. S. Randall, *Mental and moral culture* (New York, 1844), pp. 37-38; N.Y.S.C.S., *Annual report, 1839*, p. 24 (Spencer); *ibid.*, 1846-47, pp. 49-51 (Benton).

⁴¹ N.Y.S.C.S., *Annual report, 1842-43*, p. 358; Massachusetts Board of Education, *Sixth annual report, 1842*, p. 47; N.Y.S.C.S., *Annual report, 1841-42*, pp. 14 and 226; *ibid.*, 1843-44, p. 14; *ibid.*, 1847-48, p. 32.

⁴² *The Jeffersonian*, I (1838), 9.

rents of the day, making common cause with middle-class liberalism, attached great significance to "individual responsibility, and its prominent characteristic, the capacity for indefinite progression." Further, "Man alone of all the inhabitants of our planet, is created with the power of improving indefinitely his condition—of transgressing by a voluntary effort of his will, the laws of his being, and of counteracting, if we may be allowed to use the expression, so far as he himself is concerned, the benevolent design of his Creator, in the bestowment of the high privilege of an intelligent existence."⁴³ A statement by General Dix in his 1837 report shows the impact of these ideas on his library thinking. He asserted flatly that the state had fulfilled its obligation toward culture only when it had provided for all the means of self-improvement through reading. Books were said to be the best, cheapest, most efficient, and most varied media of self-culture. Given books, there was no stopping the progress of an individual; each thing learned was a new advance, fortified by nature against recapture.⁴⁴

The effects, when transferred from the individual to terms of his cumulative state, society, would, in time—as was maintained by State Superintendent Spencer—make it impossible to set any bounds to social improvement.⁴⁵ Christianity, said General Dix, with its "doctrine of the natural equality of men, of a common origin, a common responsibility," has laid the groundwork for the social and moral improvement of mankind. In molding the greatness of our own nation we have supplemented the moral force of Christianity with the industry and enterprise of our citizens.⁴⁶ The success of the district-school library depended on these very citizens, and what they did with it would bear close correlation to "the rank they will hold in the political

⁴³ S. S. Randall, *Mental and moral culture*, pp. 19, 166–67.

⁴⁴ N.Y.S.C.S., *Annual report*, 1837, pp. 33–34; *ibid.*, 1841–42, p. 12; *ibid.*, 1842–43, p. 201.

⁴⁵ *Ibid.*, 1839, pp. 23–24.

⁴⁶ John A. Dix, *Speeches and occasional addresses* (New York: D. Appleton, 1864), II, 275 (the material used here is taken from an address on the "Progress of science," delivered in 1839); cf. Randall, *Mental and moral culture*, *passim*.

system under which they live, and the part they may take in giving direction to its movements."⁴⁷

Suffrage, having been achieved in many states only within a score of years or less, was making itself felt as a new educational motive. It was promptly claimed for libraries that they would provide the great mass of people with better preparation for the social and political duties which devolved upon them. Faith in democracy was running high in those years. The district-school librarianship was made, by the law of 1835, an elective office, and the selection of books was left in the hands of trustees elected annually by the district voters. The assured success of such an arrangement was to be further evidence of the "ability on the part of a well-informed and free people, to conduct the successive steps of their moral and intellectual progression, that experience has already demonstrated they possess, in meliorating their political systems."⁴⁸

As was pointed out by a library protagonist in 1833 (cf. *Plans for libraries*, n. 12), there was an extremely sensitive inter-operational nexus between man and the society in which he lived. The character of the first conditioned the second and was, in turn, conditioned by it. It was, for this reason, of signal importance to the security of our free institutions that libraries be established for the more general diffusion of knowledge. Our form of government would be safe if, in having a true conception of their own interests, the people were able to resist corruption and to see through the deceptive devices of demagogues.⁴⁹ General Dix seemed altogether confident that the schools—and the proximity of the following remark to his statement on libraries would indicate its applicability to the latter institutions—by their very nature could not be made "an engine for the dissemination of principles tending to dissolve the bonds of society, or to subvert the great maxims of human liberty."⁵⁰

⁴⁷ N.Y.S.C.S., *Annual report*, 1835, p. 46 (these comments follow General Dix's remarks on his recommendation [1834] to the legislature with regard to district-school libraries); *ibid.*, 1841-42, p. 155.

⁴⁸ *Ibid.*, 1837, p. 163 (Dix); *ibid.*, 1842-43, p. 201.

⁴⁹ *Ibid.*, 1837, pp. 34-35 (Dix).

⁵⁰ *Ibid.*, 1835, p. 47.

In like vein, Governor Marcy asked the legislature, in the name of the people's trust, to provide for adequate public instruction. "An ignorant people," he said, "would not long retain, if by chance they should acquire, civil liberty, and would never rightly appreciate its benefits."⁵¹ The deputy superintendent of Kings County considered the district-school library next to the school itself as a guarantor of the "political and civil freedom" of the people.⁵²

Educators and politicians of the period we are discussing were in constant dread that the disruptive effects of political sectarianism would harm or destroy our republican institutions. They put their faith in the functional unity of scientific knowledge, whose "votaries . . . are citizens of the same great commonwealth," to beat off the discord which they believed rose out of "ignorance and error."⁵³ A factor which strengthened this expectation was that the inhabitants of the districts, having the power of book selection in their own hands, would by their vigilance prevent the "propagation of particular doctrines or opinions."⁵⁴

One of the factors of contemporary life which probably had something to do with this fear was an emergent division of interest and power between men of wealth and the rest of the people. In line with a growing consciousness of this antagonism it was natural for Dix to insist that in our country, whatever other advantages might accrue to the possessors of wealth, questions of politics were not decided on this basis. It was quite conceivable to him that at some time in the future of our nation the amassing of great fortunes would create for a few individuals a political advantage such as existed in the Old World by dint of entails and rules of primogeniture. Opposed to these tenden-

⁵¹ Lincoln, *op. cit.*, III, 649.

⁵² N.Y.S.C.S., *Annual report*, 1841-42, p. 221.

⁵³ Dix, *Speeches and occasional addresses*, p. 278; see also Randall's *Mental and moral culture*, p. 21.

⁵⁴ N.Y.S.C.S., *Annual report*, 1835, p. 45 (Dix); see also a communication from Superintendent Samuel Young to the *District school journal of the state of New York*, III (1842), 3.

cies, however, was the power of government to mitigate these inequalities by the universal diffusion of knowledge—the means of self-improvement for all.⁵⁵

Apropos of this problem, we find quite a different approach in Henry Barnard's writings. Here we find, applied to libraries as well as to education in general, one of the earliest expressions of the role played by education in "what would now be called a class struggle." In the sordidness, misery, and oppressed conditions of the workers Barnard saw and feared the power of a mighty class which might some day seize all property as well as the reigns of government itself. Education was the obvious means of "socializing" these people in order to avert the danger of revolution.⁵⁶ A pamphlet—in which Barnard collected the testimonials of businessmen for the purpose of furthering the cause of schools and libraries in Rhode Island—impresses one with the importance attached to this phase of educational propaganda. A letter from H. Bartlett, a Lowell millowner, points out that, whenever a dispute arose concerning regulations or wages, the more intelligent workmen could always be counted upon to support the employer. The broader implications of Bartlett's advice are: "I consider that those who possess property and hope to transmit it to their children have nothing to fear from the diffusion of knowledge, that if their rights are ever invaded or their property rendered insecure, it will be when ignorance has corrupted the public mind."⁵⁷

There was, indeed, a necessity for completely educating the multitudes who were rising fast to political power. There was, too, a reason for going beyond the education of a few in colleges and universities. There was a need, as was now being fulfilled by district libraries, of educating more than the few poor youths who possessed extraordinary genius. Our institutions gave the educator a reason to work "the great mine of humanity for the

⁵⁵ N.Y.S.C.S., *Annual report*, 1835, p. 46; *ibid.*, 1837, pp. 33-35.

⁵⁶ Merle Curti, *The social ideas of American educators* (New York: Charles Scribner's Sons, 1935), pp. 145-46.

⁵⁷ Henry Barnard, *Education and labor; or, The influence of education on the quality and value of labor* (Hartford, Conn.: Case, 1842), p. 9 and *passim*.

commoner metals." It was better that all should be raised to the necessary standard of intelligence and that the means of "rational happiness be placed within their grasp."⁵⁸

Poverty must not stand in the way of the attainment of knowledge fundamental to intelligent daily living. It was from this point of view that poor districts would not be left far behind because of the paucity of their own resources.⁵⁹ Having succeeded in convincing the Massachusetts legislature, Mann later gloried in the thought that "it will bring the means of improvement within reach of the poorest and hitherto most neglected class of the people."⁶⁰

The reasons for this campaign to remove the barrier of poverty were humanitarian as well as political. The educator became deeply concerned with mass uplift in part because of his phrenological approach to human nature, and in part because of sympathy aroused by his observation of patent evils in the social structure.

The influence of phrenology is notable in Randall's emphasis on the "enlightened discipline of the moral nature." Randall felt that the way to a supreme conscience and to objective rationality was to be cleared by a complete "subjugation of the passions and propensities."⁶¹ General Dix, observing that the improvement of moral character was tied up with the development of the intellectual faculties, concluded that the cultivation of mental propensities was a necessary complement to ethical teaching if one hoped to erect a bulwark against "depravity and crime." He therefore considered it axiomatic that a reading public was less subject to "vice and a taste for the grosser gratifications" than a nonreading one.⁶²

Superintendents Spencer and Young agreed that the diffusion

⁵⁸ Randall, *Mental and moral culture*, pp. 138, 144-45; N.Y.S.C.S., *Annual report*, 1842-43, p. 199.

⁵⁹ Massachusetts Board of Education, *Third annual report*, 1839, pp. 98-100; Mann, *op. cit.*, III, 51 (from the report for 1839).

⁶⁰ Massachusetts Board of Education, *Sixth annual report*, 1842, p. 48; cf. N.Y.S.C.S., *Annual report*, 1841-42, p. 274.

⁶¹ Randall, *Mental and moral culture*, p. 37.

⁶² N.Y.S.C.S., *Annual report*, 1837, p. 34.

of writings of the "learned and wise of all ages" would lure the population from the many harmful pursuits and temptations which community life presented.

No means so effectual have ever been devised to promote virtue, repress vice, purify and exalt man above the grovelling propensities of his animal nature. Can a liar, a cheat, a debauchee, or a murderer, be found among those who are fond of acquiring moral and intellectual knowledge by the study of useful books?⁶³

And again, legislators should contemplate the savings to be effected when police and jails were no longer a major expenditure.

In 1857 a committee was chosen at the Ohio Teachers' Convention to investigate and to develop public opinion on the common-school library. Among other items in its platform appear such statements as "by the encouragement of libraries, which instruct, refine, and ennoble, government can prevent, more effectually than by fines and imprisonments, the increase of gambling, intoxication, and profanity," and "criminal and moral statistics abundantly prove that tastes for reading and for vulgar association and vicious resorts are always in conflict."⁶⁴

Another humanitarian approach stemmed from the hard lot of the workingman who required a cheap means of relaxation from the fears, anxieties, sorrows, and hardships of an unpleasant and insecure existence. The rich could always secure the best products of a prolific press, but the poor had to depend on public libraries and private benevolence.⁶⁵

In studying the vocational objects of books and reading—at least as the educators of the 1830's and 1840's viewed this aspect of the question—it must be seen that in the predominantly rural economy of New York State and most of New England this argument would not be used extensively. Dix, however, did not

⁶³ *Ibid.*, 1839, pp. 23-24; *ibid.*, 1841-42, p. 15.

⁶⁴ "System of common schools in Ohio," [Barnard's] *American journal of education*, VI (1859), 542.

⁶⁵ Mann, *op. cit.*, III, 40 (from Mann's 1839 report); *Journal of the Rhode Island Institute of Instruction*, II (1847), 164-66; Rhode Island Commissioner of Public Schools, *Annual report*, 1845, p. 75 (Barnard).

omit this angle from his argument. A better grasp of the forces of nature would, as he saw it, enhance the abilities of mechanic and farmer. In his speech on "Rural life and embellishment,"⁶⁶ he spoke of the importance of a knowledge of reading in getting at the thinking of others on sundry subjects, e.g., the use of fertilizers. Mann asserted that knowledge of the principles of any occupation, especially of agriculture, could not but "improve products, abridge processes, diminish cost, and impart dignity to the pursuit."⁶⁷

BOOK SELECTION⁶⁸

The extremely crucial position which books occupied in the eyes of educators in shaping the mental and moral character of the growing generation has been treated at length. Merely supplying books was not enough to accomplish the lofty purposes of the district library. The advancement or retardation of our moral and intellectual civilization was a direct function of the *kind* of books read by the people. In selecting these books, it was not only necessary to maintain a beneficial moral direction, but it was also urgent that the popular tastes of the day be fought and counteracted.⁶⁹

The difficult and often "ticklish" task of selecting books had been left in the hands of trustees to be elected by the inhabitants of each district. If we take as typical of school trusteeship the sort of men with whom Locke Amsden⁷⁰ had to deal, we

⁶⁶ N.Y.S.C.S., *Annual report*, 1837, p. 37; Dix, *Speeches*, p. 18.

⁶⁷ Mann, *op. cit.*, III, 36 (1839 report).

⁶⁸ The principles described in this treatment are taken in the main from two comprehensive reports on the subject: (1) Horace Mann's 1839 report as secretary to the Board of Education of Massachusetts (page references to this report are in Vol. III of the *Life and works of Horace Mann*—citations read "Mann, p. . . ." etc.); (2) Henry S. Randall's special report as deputy superintendent for Cortland County in 1842-43 (page references here are to the 1842-43 annual report of the New York State Superintendent of Common Schools. This report was reprinted in full with enthusiastic indorsement in S. S. Randall's *Mental and moral culture*, Samuel Young, State Superintendent for 1842-43, also indorsed the report; N.Y.S.C.S., *Annual report*, 1842-43, pp. 27-29).

⁶⁹ N.Y.S.C.S., *Annual report*, 1842-43, pp. 197-98 and 201; *ibid.*, 1841-42, p. 12; Mann, *passim*.

⁷⁰ School teacher hero in novel of the same title.

may well imagine the collections which were being purchased for these libraries. Where the trustees were abjectly ignorant, as was frequently the case, books of a popular or juvenile character would predominate.⁷¹ Trustees who were elected for their reputation for learning were likely to buy books best suited to their own pretensions. To complicate matters, book-peddlers, for whom the local trustees were easy prey, began to ply a lucrative trade among the rural school districts.⁷² Moreover, even if the intelligence of the trustees could be depended upon, the size limitations of each library would have taxed the "judiciousness" of the most judicious selection. No wisdom could have been expected to provide the basis of a liberal education and at the same time to satisfy the desires of the district inhabitants on a ten-dollar-a-year appropriation.

The school superintendents found it necessary to engage in two broad activities so as to alleviate some of the difficulties involved in the selection of books. One was to arrange with various publishers for the publication of a set of books which would cover wide expanses of the field of knowledge and at the same time satisfy the needs of a majority of the districts. The other, since by the fundamentally democratic rules of the library system the purchase of these books could not be made obligatory, was to set down certain principles to guide and to limit the trustees in their book purchases.

In line with the first type of book-selection aids we find General Dix recommending, as the only set of its kind known to him, the series published by the American Society for the Diffusion of Useful Knowledge. The choice of works in this set, he said, was judicious and the "matter suited to persons of almost all ages."⁷³ Superintendent Spencer in 1839 suggested the purchase of the series published by Harper Brothers. As soon as Mann was assured of the success of such ventures he arranged for the private publication of the *Massachusetts school library*.

It is interesting to look for a moment upon one of the earliest

⁷¹ N.Y.S.C.S., *Annual report*, 1842-43, p. 202.

⁷² *Ibid.*; also Mann, *op. cit.*, pp. 33-34.

⁷³ N.Y.S.C.S., *Annual report*, 1837, p. 162; *ibid.*, 1839, p. 23.

of these publishers' "libraries"—namely, that of the American Society for the Diffusion of Useful Knowledge. A glance at the subject headings under which this group contemplated publishing its material reveals a breadth, usefulness, and modernity which must have shocked even the most educated from their narrow, traditional conception of "high-larnin'."⁷⁴

Whatever the merits of this publishers' series, a large number of district trustees preferred to make their own choice of books which appeared in the current trade. Moreover, a certain number of books would have to be selected for libraries which already possessed a "Harper" or "Society" set. Herein the state education officers encountered many a difficulty. If the trustees followed freely their inclinations, there was a possibility that their choices would have so harmful an effect on the minds of young and old that it were better to leave them ignorant.⁷⁵

In view of this danger, General Dix set forth a few broad principles of selection.⁷⁶ However, with the exception of the dictum that "all sectarian and controversial subjects should be excluded," the principles were so vague that subsequent superintendents had to elaborate the rules in their library visitations

⁷⁴ American Society for the Diffusion of the Useful Knowledge, *op. cit.*, pp. 8-9. Headings were as follows: "History"; "Voyages and travels"; "Biography—ancient, modern American, self-made men"; "Natural history"; "Physical science—astronomy, geography, meteorology, mechanics, statics and dynamics, hydrostatics, hydrodynamics, hydraulics, pneumatics, optics and acoustics, light and heat, electricity, galvanism, magnetism chemistry, hygiene"; "Intellectual science"; "Moral science"; "Political science—natural law, law of nations, government, American government, political economy for the industrial classes, civil and criminal law, manual of jurisprudence, political economy, production and consumption, rights of industry, rights of capital, finance and banking, patents, war, intemperance, gambling, lotteries, prisons, penitentiaries, frauds, empiricism"; "Agriculture—soil, its varieties and culture, the vegetable kingdom, timber and wood, vegetables for the food of man, vegetables for the food of animals, orcharding, horticulture, vegetable physiology, chemical functions of vegetables, management of live stock, etc."; "Manufactures—materials and processes, results of machinery"; "Arts—general technology, application of science to the arts, fine and ornamental arts, useful mechanic arts, architecture and building, road and bridge making, carriages, steam engine and its application, railroad and canal, surveying, engineering, millwork, horology, scientific instruments, and apparatus"; "Commerce—its history, articles of commerce, navigation, effects upon society"; "Belles lettres—general philology, history of literature"; "Standard works in ancient and modern literature"; "Education—history of education, universities of Europe, system of general education, in England, in Scotland, in France, in Prussia, in United States, philosophy of education, improvements of the system."

⁷⁵ Mann, *op. cit.*, pp. 10 ff.

⁷⁶ N.Y.S.C.S., *Annual report*, 1837, p. 161.

and adjudications of local controversy. On the moral plane, the most frequent complaint was directed against what were termed "improper books." When "improper" did not refer to political or religious sectarianism (these subjects will be treated later), it usually meant histories and biographies with highly exaggerated and romantic characters and incidents, stories about "bad men" and "atrocious events" made attractive to the susceptible minds of the young, and works of fiction which were subtly vicious or sensual.⁷⁷ Superintendent Randall wanted to go much farther in performing his office of moral guardianship. He advocated the expurgation of texts of Shakespeare, Smollett, Fielding, Pope, and Dryden where they were intended for the shelves of the school library. Ruling out the literature of the unreal, it must be said, was not solely a moral measure. There seems to have been a sincere belief that, although some fiction was wholesome in its effect on the moral, intellectual, and physical behavior of its readers, the general run of stories were so out of practical perspective that they rendered the mind incapable of wrestling with reality.

However good an explanation might have been for the appearance of "improper books" on a district library shelf, the superintendents and their deputies were unbending in their insistence that these books be removed. Ignorance, pardonable error, and even a desire to buy what people wanted to read—this last reason probably accounts for the purchase of a large number of romances and adventure stories—were not accepted as mitigating circumstances.⁷⁸ The following, a firm declaration by Henry S. Randall, is expressive of this uncompromising attitude toward improper selection:

If there are those who are so inconsiderate as to believe that every work which may be safe and profitable to a matured and cultivated understanding,

⁷⁷ *Ibid.*, 1841-42, pp. 140-41 (the books most frequently cited in complaints and reports are *Pirates own book*, *Lives of banditti*, *Captain Kidd*, and *Eccentric biography*); N.Y.S.C.S., *Annual report*, 1842-43, pp. 217-18; Mann, *op. cit.*, pp. 28-30.

⁷⁸ *District school journal of the state of New York*, II (1842), 73-74; *ibid.*, III (1843), 9 (Henry S. Randall to Samuel Young, March 11, 1842); *ibid.* (1843), IV, 22; *ibid.* (1845), V, 303; N.Y.S.C.S., *Annual report*, 1841-42, pp. 12, 103; *ibid.*, 1844-45, pp. 36-37.

must therefore be so to childhood and partial cultivation; and who are prepared to characterize the proscription of works designated, and those of the same class, from the school libraries, as the fruits of a Gothic taste and overstrained morality, it should not nevertheless deter the school officer from faithfully discharging his duty. The responsibility must be met, and I have preferred to meet it here, to an attempt to take shelter under any vague generalities.⁷⁹

When failure to remove such books cost a district its annual library appropriations, the trustees humbly explained that they had purchased the first series of "Harper's school library" upon the recommendation of the superintendent of schools; the set upon examination answered the recommendation neither as to binding nor as to contents; they were informed by more experienced men, moreover, that they had paid "nearly double the value of the books"; this being the case, they had decided at the next annual meeting that they should know more about the books they contemplated ordering and that every person in the district should have the opportunity of submitting a list of recommendations; this, alas, was how it came to pass that they had purchased objectionable books.⁸⁰

Horace Mann's treatment of our national epidemic of novel-reading went far deeper into the subject than that of any of the New York State educators.⁸¹ Mann felt that books of fiction could be beneficial or deleterious. If novels were read for recreation or for relaxation from arduous physical or mental labor or for solace in distress, they had a distinct strengthening and restorative effect. But, if one made the reading of them "a common employment or business, they enervated the mental faculties to a point of making the reader unfit for his normal, practical duties." Fiction-reading, in terms of Mann's conception of mental discipline, had two outstanding effects: (1) it disaccustomed the mind to the exertion which was a prime requisite to "the power of clear, orderly, coherent thought, the power of seeing whether means have been adapted to ends," and (2) the

⁷⁹ N.Y.S.C.S., *Annual report*, 1842-43, pp. 208-9.

⁸⁰ *District school journal of the state of New York*, III (1842), 32.

⁸¹ Mann, *op. cit.*, pp. 18-31 (Mann's views here are a general criticism of books and reading in the Massachusetts homes and libraries which he surveyed).

desultory, illogical arrangement of objects and events in novels produced "a sort of volatility or giddiness" in the mind. A generally lowered mental vitality was the natural outcome for habitual readers of fiction. Moreover, fiction, with its perfect arrangement of act and desired outcome not necessarily connected by a reasoned order of events, was a common cause of lunacy. And then again, novels did not deal with real, concrete social and political relations or with the actual needs and conditions of people in whom the reader was interested. They usually dealt with class societies in which rank and wealth meant more than the industry, intelligence, and virtue which were so important to the democratic ideology of our own country.

"Industry," especially in Massachusetts, was the key word. Without constant application, the population of Massachusetts could never eke out its subsistence. Under the handicap of a rugged and unproductive soil, the vocational and cultural values of books were of even greater importance. The former value would make material prosperity more possible; the latter would supply the broadening aspects of life which were available only to the leisure classes.⁸²

In Mann's further discussion of the various types of books, helpful and harmful, are to be found many of his striking social and educational ideas. Women, who were denied the educational opportunities of the market place, would remain devoid of knowledge if well-selected collections of books were not placed within their reach. They would not be capable of discharging their duties in the home; nor would they be in a position—we have seen this point of view expressed in another connection—to transmit our culture to their children. If such a condition were not remedied, "the generations must deteriorate from the positive to the superlative in mental feebleness and imbecility."⁸³ Much about the structure of the human body and the conservation of health could also be taught, Mann maintained, through the medium of books.

Mann and Randall were in substantial agreement with regard

⁸² Mann, *op. cit.*, pp. 34-36; Lincoln, *op. cit.*, III, 745 (Governor Seward, 1839).

⁸³ Mann, *op. cit.*, pp. 37-39.

to the reading of biography and history. The "right" biographical writings—viz., those which did not feature vice, corruption, or sectarianism—would lead the young American along an exemplary path of good citizenship and point out the best direction to take in critical situations. History, especially pre-Revolutionary American history, provided lessons of origin, growth, and meaning of our institutions. Mann decried that history, most often read for want of other books, glorified militarism, cultivated all the dissocial emotions, and turned the whole current of the mental forces into the channel of destructiveness.⁸⁴ Randall added a note which is perhaps symbolic of nascent nationalism: "It need scarcely be observed that both of these departments of literature, in the school libraries, should be particularly rich in American subjects."⁸⁵

However vehement the school officers may have been in attacking morally improper books, there was always some room for rationalizing or for justifying border-line books. In New York State, Henry Randall gave the strength of law to General Dix's admonition about sectarian books: no book which attacked or defended the views of any sect was admissible to a school library. In Massachusetts, Mann applied the principle embodied in *Laws of the commonwealth* for school books that "school committees shall never direct to be purchased, or used in any of the town schools, any books, which are calculated to favor the tenets of any particular set of Christians."⁸⁶

Randall's special report on school libraries⁸⁷ contains a sinister intimation of the struggle between the assumptions of unified democracy and the inevitable clash of religious tenets. Public education, by the rules laid down, was to perform its impartial function by providing no materials for controversy. "The common school and its library are neutral ground, on which those professing different, and antagonistic creeds, can

⁸⁴ *Ibid.*, pp. 15-17, 42-45; N.Y.S.C.S., *Annual report*, 1842-43, p. 218.

⁸⁵ N.Y.S.C.S., *Annual report*, 1842-43, p. 217.

⁸⁶ Massachusetts Board of Education, *Second annual report*, 1838, p. 20; N.Y.S.C.S., *Annual report*, 1842-43, p. 209.

⁸⁷ N.Y.S.C.S., *Annual report*, 1842-43, pp. 207-15.

meet together in peace; and this neutrality must be preserved, if we would preserve the utility of these educational institutions."

The logic of this rule took into account that in our country all religious groups worshiped a god and that differences in religious beliefs had to be recognized; moreover, that the defense of one set of religious ideas must be an attack on other ideas and that the law had to recognize the rights of any religious group that called itself a "sect." In addition to books ostensibly written in attack or defense of a sect or creed, there were those fictional, biographical, and historical works which by digression, allusion, epithet, or other subterfuge betray a religious bias. Many of the histories of European countries which came to embrace a state religion were sure to make disparaging references about the activities of "outside" sects. The rule covering this category was:

Works avowedly on other topics which abound in direct and unreserved attacks on, or defences of, the character of any religious sect; or those which hold up any religious body to contempt or execration, by singling out or bringing together only the darker parts of its history or character, shall be excluded from the school libraries.⁸⁸

Leeway was allowed only with that class of standard books on nonreligious subjects which *incidentally and indirectly* betrayed an author's religious opinions. On this point it is quite clear that Randall would not countenance standard works which more or less directly attacked religion as such. Specifically, he would "unhesitatingly condemn and reject portions of the writings of the Shaftesburys, of Bolingbroke, of Godwin, of Shelley, of Wolstonecraft, of Paine, of Lessing, of Voltaire, and others of the same class. . . ."⁸⁹

The trouble which Mann encountered when he attempted to apply his "a-sectarian" principle seems to parallel his similar difficulty in removing religious instruction from the Massachusetts schools. His explanations concerning the democratic correctness of giving all religions equal opportunity, his protes-

⁸⁸ *Ibid.*, p. 214.

⁸⁹ *Ibid.*, pp. 211-12.

tations on the greater advantages of books of science and useful knowledge, his replies to the criticism that the absence of religious teaching in public institutions would result in atheism—all these efforts testify to the defensive struggle he had to wage for his ideas.⁹⁰

In New York the situation was quite the opposite. The burden of explanation seems to have been with those trustees and inhabitants of school districts who purchased religious sets even when these were of a nonsectarian character. A case in point is that of Brookhaven County,⁹¹ where, when the collection was deemed to be adequate in the fields of useful knowledge, it was voted to purchase several religious sets. Upon receiving complaints from the county commissioner of education and some of the inhabitants, Superintendent Young answered that, while he did not feel justified in withdrawing the library appropriations, he would certainly urge that the trustees exchange part of this purchase for other books. He also warned against similar future selections. His rejection of these sets went beyond the mere question of religion. The *professional* intent of these works, he asserted, would rule them out of a library supported by public funds. He considered such sets as belonging in the category of "medical treatises, law books, and theological works."

In another county the *Vicar of Wakefield* and *Children of the abbey* were ruled objectionable, along with the suggestive title, *Nunneries as they are*. In still another the inhabitants were officially warned against giving monetary support to libraries where the purchase of sectarian books was contemplated.⁹²

The constitutional guaranties of unqualified toleration and of the separation of church and state were cited in support of exclusion. The fact that taxes were contributed by all sects affirmed the principle. "Even and exact justice demand[ed] that the rule of exclusion should be equally and inflexibly applied to

⁹⁰ Massachusetts Board of Education, *Third annual report*, 1839, pp. 11-18.

⁹¹ *District school journal of the state of New York*, II (1842), 73 (the county had purchased portions of the *Christian library* and the *Evangelical family library*).

⁹² N.Y.S.C.S., *Annual report*, 1841-42, p. 301 (Oswego County); *ibid.*, 1842-43, p. 326.

each; otherwise all must be permitted to enter the arena."⁹³ If this were allowed, what was there to prevent the introduction of works which were frankly hostile to religion?

Hardly less compromising was the attitude toward political literature. The rules for works which presented the aims of political parties in the United States were to be modeled after those pertaining to religious books. Only those standard works which incidentally touched upon political issues were to be admitted; fortunately, Randall thought, authors of a high literary level in America had not been steeped in partisanship. Of course, no one would think of placing political weeklies in a district-school library.

There was complete confidence in the ability of trustees to "spot" and to exclude the works of those groups which arrogated to themselves the exclusive capacity for patriotism and management of the affairs of state. To be sure, "works discussing what may be legitimately termed politics—that is, the science of government" were admissible. It is curious to note that in this connection the suitable works mentioned were the *Federalist*, *Debates in the Virginia and New York conventions*, and De Tocqueville's observations in America.

IMPLICATIONS FOR THE BROADENING FUNCTIONS OF THE SCHOOLS

Several factors which suggest the impact of the school library on the school itself are quite evident from the foregoing material. It seems unnecessary to elaborate on the goading effect which broadly conceived library collections must have had on narrow, elementary-school curriculums. Mann's specifications for reading materials and habits constitute a counterpart of his educational ideas and purposes.

It remains for us to note the manner in which educators advertised the library as a handmaiden to the school and as a long step forward in promoting the cause of popular education. A rather concrete example of the use of the district-school li-

⁹³ *Ibid.*, 1845-46, pp. 48-50.

brary for the dissemination of professional literature is found in James Wadsworth's distribution of copies of *The school and schoolmaster* to all district libraries in New York State.⁹⁴ As an instrument for teaching and developing a taste for reading, the district library was without precedent or equal. This improvement was even more strongly expected where the district library was housed in the school while the latter was in session. The teacher could thereby select and recommend to the scholars the course and books best suited to them or introduce the "exercise on topics." The following, in attributing the infrequent use of libraries to lack of desire for reading, is a most trenchant criticism of prevailing methods of teaching:

All children of ordinary capacities may be so instructed as to find in books a delightful gratification to their instinctive love of knowledge. Not by the rigid drill of the ignorant and ferocious school master—not by the old and barbarous routine of torturing the memory with the acquisition of unmeaning and senseless sound and pedagogical abstractions. Thousands of the young are repelled from improvement, and contract a durable horror for books, by ignorant, injudicious and cruel modes of instruction. When the piteous moans and tears of the little pupils supplicate for an exemption from the cold drudgery or more pungent suffering of the school, let the humane parent be careful to ascertain the true cause of grief and lamentation. Tears were never made as obstructions to useful knowledge. To affirm that children feel a repulsion to any reasonable effort to acquire information is a gross libel upon their Maker.⁹⁵

Nowhere does the influence of the district library become so suggestive to the school structure as it does in its emphasis on graded reading. From their effort to entice the young to read the school officials learned that no culture, however precious, could be grafted full-grown onto the minds of the young. It was clear to them that reading had to be started at the level of comprehension of the reader and then stepped up gradually, all the while "keeping pace with its [the mind's] unfolding energies." Failure to observe this principle, it was claimed, resulted in a mental habit of slurring over difficulties and precluded all possi-

⁹⁴ N.Y.S.C.S., *Annual report, 1841-42*, pp. 16 and 319; *ibid.*, 1842-43, pp. 141, 555, 666, and 675; *ibid.*, 1844-45, p. 37; *ibid.*, 1848-49, pp. 8-9; Massachusetts Board of Education, *Eighth annual report of the secretary, 1844*, pp. 65-66.

⁹⁵ N.Y.S.C.S., *Annual report, 1841-42*, pp. 15-16.

bility of attaining the higher reaches of sound thinking. Although indebtedness for this principle to current educational thought was acknowledged, the possible reciprocal effect of the library on rural school practice must be recognized.⁹⁶

SUCCESS AND FAILURE

The extravagant optimism and lofty sentiments of the early days were perhaps warranted by an initial rush to take advantage of state appropriations. Some few districts reported voracious reading; but, on the whole, the educational officers were discouraged by the slowness of the population to take advantage of library opportunity.⁹⁷ During more than half the year the farmers did little or no reading; their period of learning and recreation extended from the time "apple-paring" was over in November until "maple-sugar season" began in March. Seasonal habits such as these were indeed prejudicial to the continuity of attention which libraries must have.

Then again, the common schools by 1840 had not achieved widespread influence, and there is some question as to whether the reading habit was an integral part of the rural culture of New York. In some places the prejudice against all education—and, especially, state-controlled education—resulted in a moral prohibition against borrowing books.⁹⁸ At times it was even questioned whether there was not a danger in giving the people too much. The only consolation the superintendents had was that, if libraries were not being well received (*ca.* 1840), the schools were in a worse state. In one place it was supposed that the frailty of bindings tended to weaken the confidence of the people in the permanence of knowledge. There were accusations of sabotage by way of purchasing juvenile books in order to cause dissatisfaction.

County visitors gauged the nonuse of books by their excellent

⁹⁶ *Ibid.*, 1842-43, pp. 28 and 206.

⁹⁷ From this point on, documentation will not be used wherever evidence is to be found repeatedly in the reports of the county commissioners and deputy superintendents.

⁹⁸ N.Y.S.C.S., *Annual report*, 1841-42, p. 335.

state of preservation. There were frequent groans of frustration when the district library could not be found at all or when it was dug up, after much searching, from someone's cellar or when it was finally located in a trustee's garret. The trustees were irresponsible. Books were permanently loaned, lost, or stolen. As we have seen, temporary teachers often moved away with a sizable share of the library.

Apathy and resistance were doubtless inherent in the host of economic contradictions which characterized the district-library system itself. The smallness of the districts made impossible the building of satisfactory library collections and resulted in appalling duplication of books in depositories which were fairly close to one another. The appropriations which were gathered from a reluctant, impecunious population were not large enough to yield satisfactory libraries.

The provision of the law which allowed for a diversion of funds to teachers' salaries after a five-year period was seized upon by district inhabitants as a means of reducing tuition rates. In spite of the opposition of all the superintendents in the late forties and early fifties and in face of their refusal to grant permission to many districts to exercise this prerogative the trustees effected this transfer of funds with or without legal sanction.

Before the district-library law was ten years old the state authorities began to urge districts to merge their collections into "union" or "central" libraries. The advantages of these town libraries were obvious. Collections could be placed in competent and dependable hands, for one thing, and "a more comprehensive and judicious selection of standard American and English works would . . . be secured at a greatly reduced cost; works not now within the power of the districts separately to purchase, owing to the limited fund at their disposal. . . ."⁹⁹

It is in terms of these combined libraries that the significance of the district-school library must be measured. Eventually the combined collections were incorporated as, or were absorbed by, the town and city library systems. The district library was also

⁹⁹ *District school journal of the state of New York*, V (1845), 302.

important in that it established the principle of tax support for libraries, and it stimulated a great deal of interest which was to find fruition later in public-library efforts. It might also be mentioned that agitators for rural libraries at the end of the century profited from the unsuccessful experience with small-unit institutions. They sought to solve their problem with county and with traveling book collections.

In the last analysis, the district library must be considered as having been born prematurely in the sense that the environment was not ready for it. Further, as experience has since shown, libraries thrive most effectively in large population concentrations, where but a small percentage of popular interest insures success.

THE CONTRIBUTORS TO THIS ISSUE

SIDNEY DITZION: for biographical information see the *Library quarterly*, IX (1939), 204.

HARRIET E. HOWE: for biographical information see the *Library quarterly*, I (1931), 338-39.

GEORGE B. MORELAND, JR., was born July 25, 1901, in Edgewood, a suburb of Pittsburgh, Pennsylvania. He received his early education there and was graduated from Edgewood High School in 1918. In 1919 he was graduated from Mercersburg Academy and took a B.S. course at Princeton University, class of 1923. Later, while working at a bank in Pittsburgh, he continued his education and received a B.A. in English from the University of Pittsburgh in 1926. From 1931 to 1933 he taught English at Berkshire School, a boys' preparatory school at Sheffield, Massachusetts. After three years of private tutoring he attended Carnegie Library School, where he received the highest scholarship prize and was graduated in 1936 with a B.S. in Library Science.

Since July 1, 1936, he has been with the Public Library of the District of Columbia, first as children's reference librarian for two years at the Mount Pleasant branch, next as head of adult circulation at the Georgetown branch, and now as reader's adviser to young people at the Petworth branch. This last year he served as chairman of the Committee for Work with Young People of the Public Library.

E. G. SCHWIEBERT, head of the department of social science at Valparaiso University, was born in Deshler, Ohio, on October 17, 1895. He received his A.B. from Capital University in 1921 and his M.A. from Ohio State University in 1923; from 1925 to 1926 he studied at the University of Chicago, and in 1930 he received his Ph.D. from Cornell University. He has held positions at Capital University (1923-25), at St. Olaf College (1926-27), and he was assistant to Preserved Smith at Cornell University from 1927 to 1928. He served one semester in 1930 at Kansas Wesleyan University and taught at the 1935 summer session of the University of Michigan. He has been at Valparaiso University since 1930.

He is the author of *Reformation lectures*, which was multigraphed at the request of the constituency of Valparaiso University. Since

the publication consisted of only five hundred copies, none are now available to the general public. At present Mr. Schwiebert is engaged in rewriting this material, of which his article in the present issue is a part.

THE COVER DESIGN

JOHANN KOELHOFF, the younger, was evidently destined for the law; at least, his name appears in 1487 on the matriculation roll of the legal faculty of the University of Cologne. But we do not know how long he pursued his studies. By 1491, at least, he appears to have been associated in his father's business, for he went to Lüneburg in that year to collect a claim for his father.

Early in 1493 the elder Koelhoff died and his son took charge of the printing office. He continued printing until 1502. The number of his productions, considering the large office he inherited, was not particularly large. They include a few law books, a number of lives of saints, a few grammars, and a work of Seneca.

Cologne during the fifteenth century had a prosperous mercantile class, and Koelhoff, to appeal to its patronage, printed half of his books in the vernacular. Most of these were small religious books, but his largest and most notable work—the lavishly illustrated *Chronik von Köln*—was also addressed to these burghers who, from local patriotism, supported its publication.

One of Koelhoff's printer's marks is reproduced on the cover: the crowned double eagle (from the imperial arms) supporting the Crucified.

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE LIBRARY

REVIEW ARTICLE

THE INTER-AMERICAN BIBLIOGRAPHICAL AND LIBRARY ASSOCIATION¹

The Inter-American Bibliographical and Library Association is an example of the adage "buen principio, la mitad es hecha." During its ten-year existence the Association has, with few members and without funds or the favor of the foundations, accomplished a great deal toward spreading the gospel of inter-American cultural co-operation. Yet its accomplishments under such conditions are not surprising when one considers that among its founders were the late James Alexander Robertson, Cecil K. Jones, David A. Rubio, Esteban Gil Borges, James Bennett Childs, A. Curtis Wilgus, and Charles E. Babcock.

From 1930 to 1935 the Association used the facilities of the Pan American Union for mimeographing and for distributing to its members its irregularly issued publications. In 1935 it began to publish an annual volume as "series 1." Two volumes in that series have been printed and distributed to members, while two more are announced as in the press.

Volumes I and II of series 2 contain the papers and proceedings of the Association's first and second annual meetings held in Washington in February, 1937 and 1938, respectively. The papers are classified under "Bibliography," "Libraries," "Archives," and "Miscellaneous." As is frequently the case with proceedings of learned societies, since the contributions are voluntary, many of the papers are of commanding importance while others are of only minor interest. Among the former are those concerning problems in Hispanic-American bibliography by such Nestors in the field as Cecil K. Jones, the late James Alexander Robertson, and Rafael Heliodoro Valle.

In Volume I, Jones accents the fact that Hispanic-American bibliography, following the line of least resistance, is developing a highly specialized direction. Calling attention to the many lacunae that still exist—e.g., Mexico of the nineteenth and twentieth centuries and Argentina—he pleads for an integration of the dispersed elements, many of which now seem disparate, into a comprehensive, systematic bibliographical repertory. In conclusion, he suggests a continuing and complementary project of publishing at regular intervals a bibliographical review covering, as far as is possible, Hispanic-American publications.

¹ *Proceedings of the first convention of the Inter-American Bibliographical and Library Association.* ("Inter-American Bibliographical and Library Association publications," ser. 2, Vol. I.) New York: H. W. Wilson, 1938. Pp. 267. \$5.00; *Proceedings of the second convention of the Inter-American Bibliographical and Library Association.* ("Inter-American Bibliographical and Library Association publications," ser. 2, Vol. II.) New York: H. W. Wilson, 1939. Pp. 330. \$5.00.

Robertson injects a humorous note into the proceedings with the story of the Rev. Alfred Hackman, assistant librarian at the Bodleian, who spent thirty years compiling a catalog and who cataloged all except the books on which he sat in order to raise his diminutive stature to the height required by his reading desk. The learned archivist, historian, and bibliographer strikes a responsive chord when he deplores the use of cheap wood-pulp paper in printing the works of the great Medina. It is a well-known fact that already crystallization and actinism are rapidly destroying some of the works, and it is hoped that the Association may interest some foundation or individual benefactor in sponsoring the publication of a rag-paper edition as a memorial to one of the three greatest American bibliographers. The example which was set by James Brown Scott, secretary of the Carnegie Endowment for International Peace, in donating an annual prize of one hundred dollars in memory of Medina for the best bibliography on any phase of Latin American affairs, should be emulated in this regard before the fragile nature of the works of the maestro have deteriorated beyond repair. In the meantime, film records should be made of them.

Valle outlines with deft strokes the bibliographical riches of the Western world, holding a muster, as it were, of those who have enriched the field of American bibliography and have thus made all posterity their debtor. He closes with a tribute to the agencies and individuals now carrying on. Modesty kept the Central American chronicler and bibliographer from including himself, but his Herculean labors in this field are too well known and too fundamental to pass unnoticed. His knowledge of libraries and archives of the United States, derived from personal visits and study, and his acquaintance with their staffs make him an invaluable intermediary for intellectual co-operation between the two cultures.

Perhaps the most useful contribution to the Latin American bibliography of the past decade has been made by James Bennett Childs, chief of the Documents Division of the Library of Congress. His *Memories of the republics of Central America and of the Antilles* constitutes a model of government official bibliography and attests to his exhaustive grasp of the administrative and political history of the various countries. To say that he again renders scholars his debtors is mild commendation indeed of his contribution in Volume I entitled "Bibliography of official publications and the administrative system in Latin American countries." We heartily welcome this recent effort to cut the Gordian knot, before which so many of us stand puzzled when we seek in the catalog some document issued by one of these departments. Now we do not have to walk with *pies de plomo*, hoping that inspiration will give us the style of the issuing agency, but can approach boldly the recondite entry. Equally enlightening is Childs's "Cuban government publications—a comprehensive statement," which appears as a major contribution in Volume II. Those who are inclined to scoff at the number of independent agencies of the federal government under the New Deal will be amazed at the array of Cuban

agencies revealed by the researches of Childs. So far as the reviewer is able to determine, no important publication of the Cuban government has been omitted, except, perhaps, the various legal codes of the Spanish colonial regime, which were translated and published by the military governor.

If a bibliography can have a biography, certainly we may call Ralph Steele Boggs's entertaining paper on his own Spanish and folklore bibliography of 155,000 items an autobiography of the author for the period spent in its formation. To appreciate this bibliographical monument being erected unceasingly by one man one should see it in its native habitat, as has the reviewer. Boggs's labor is comparable to that of Palau y Dulcet, the Catalan bibliographer, who said: "Durante los últimos años el trabajo ha sido aplastante. Ni un momento de distracción. Esclavo del deber no he abandonado la tarea: todo lo que no era el Manual me hacía indiferente. . . ." It is a distinct pleasure to record here the fact that the celebrated phonetician, Navarro Tomás, sometime of the faculty of Madrid University, paid us a visit last year and unexpectedly met Boggs, the man he had inspired to begin this colossal undertaking, although he had neither seen nor heard from him for many years. Boggs's generosity in making his bibliography available to the scholarly world at large should bring a more substantial form of appreciation than the mere acknowledgment which he requests. Arrangements should be made either to publish the bibliography or to instal it in the Hispanic Foundation of the Library of Congress under his curatorship.

The Instituto Histórico e Geográfico Brasileiro celebrated its centennial in October, 1938, having held during that period, 1,639 sessions. The Instituto's permanent secretary, Max Fleiuss, in honor of an uninterrupted record of achievement, contributed a volume-by-volume table of the principal contents of the *Revista* and several national as well as international congresses of history and geography held in Brazil—in all, one hundred and eighty-four volumes. The compilation would be more valuable if he had provided pagination and had added an index, which it is only fair to ask him to do. This is a task which the distinguished Brazilian might well sponsor as a contribution toward Pan-American co-operation.

Other papers on bibliographical and library questions were those of F. A. Carlson and Henry O. Severance. The former's criticism of technique and production in geographical works extends even to the title of the organization whose publications are under review. He would have a bibliographical house cleaning under the direction of a librarian and a professional geographer and summarily relegate "to obscurity the bibliographical chaff to make room for the pure seeds of learning, etc." Where can men of such omniscience be found? What is chaff to the geographer today may become treasure to the historian tomorrow. "The books which are trash to one man are to another above all price." Carlson strikes a responsive chord, however, in his suggestion for more detailed regional geographical studies, the preparation of good maps, "and the

furtherance of a closer working relationship between librarians and geographers."

In the paper entitled "Fields of library and bibliographical investigations open to American scholars in Latin America," Severance, former librarian of the University of Missouri, furnishes in some detail a useful conspectus of research projects recommended to American scholars. Chief among these is the Union Catalog of Latin American Books, of which much has been written but little done. The announcement by Severance of the preparation by him of a handbook of the learned and scientific societies and institutions of Latin America is welcome information.

An excellent paper is that of Isaac Joslin Cox, of the faculty of Northwestern University, entitled "Some of Chile's historians as viewed by their fellow craftsmen," in which he evinces a wide knowledge of this field. The works of Ercilla y Zúñiga, Núñez Pineda y Bascuñán, Rosales, Molina, Bello, Mora, Arana, the Amunátegui brothers, Lastarria, and Vicuña Mackenna are described through the pens of their compatriots. In Cox's appraisal of Vicuña Mackenna he reminds us that, in collecting and in editing the memoirs and monographs presented at various times under the auspices of the University of Chile, this fecund author produced a co-operative work that preceded by a considerable time those works of H. H. Bancroft and Albert Bushnell Hart.

Mary Watters, in charming style, reviews "*Conversión en Píritu* and some other ecclesiastical writings of colonial Venezuela." The first-named work by Matías Rúiz Blanco, a seventeenth-century missionary, and the *Historia corográfica, natural y evangélica de la Nueva Andalucía*, by Antonio Caulín, written in the eighteenth century, were published in Madrid soon after they were written. The other two works described—viz., *Teatro de Venezuela y Caracas*, by Father Blas Joseph Terrero, and *Relación de la visita general*, by Mariano Martí, bishop of Caracas—were published in 1926, and 1928, respectively, by the Venezuelan government. As Miss Watters states, they were published, no doubt, because of the impetus given by the then secretary of the interior, Pedro M. Arcaya, a scholar and historian of note, later minister to the United States, and, at present, retired and living in Washington.

Rúiz Blanco's reports as to the treatment of the Indians coincides more or less with the report of Las Casas, who has always been under fire for giving an exaggerated picture of conditions. While Rúiz Blanco commends certain governors for promotions of the missions, others, he wrote, did injury to the cause of the church. Rúiz Blanco is not known solely for his humanitarianism, however, for he was also an outstanding philologist of the Amerind tongues.

Miss Watters' description of Bishop Martí's twelve-year survey of the diocese of Caracas discloses that the good Bishop also investigated and reported upon the treatment of slaves and Indians and the administration of justice. He discovered much to make him gloomy in the decline of morals and discipline among the clergy. These intimate glimpses into the treatment of

Indians and slaves are very timely when the truth of Las Casas has been impugned, and the *Noticias secretas* is being so vigorously discussed, pro and con, as to whether it presents a true picture of the *leyenda negra* or whether the efforts of Pan-Hispanism to revise the historiography of the colonial period by puncturing the *leyenda negra* may prevail. We feel indebted to Mary Watters for drawing our attention to these works. Evidence of this kind is needed to confirm or negate the picture presented in the *Noticias secretas de América*.

This famous confidential report to the king on the economic condition of Peru is treated ably by Arthur P. Whitaker, of the University of Pennsylvania faculty, who argues as to the authenticity of this report and sees no good reason for doubting the sincerity of the authors, particularly in view of the prologue which David Barry suppressed in his London edition of 1826. In the discussion of Whitaker's paper that follows, Francis Borgia Steck, of the Catholic University faculty, questions the complete reliability of the *Noticias secretas*, in view of its confidential character and from the fact that the authors excepted the Jesuits from their criticism, which seemed to show a strong bias against the Franciscans.

An *aficionada* of Spanish American poetry, Alice Stone Blackwell, chants its praise and urges a wider familiarity with it on the part of North Americans. She gives several translations from her book, which has already gone into the second edition.

Under the section, "Libraries and archives," the archivist of the United States, R. D. W. Connor, presents the difficulties that have beset him in organizing the vast corpus of the material to be housed in the National Archives, pointing out the similarities and divergencies between library and archival practice. Yet, after all, it seems to us that fundamentally our work is more similar than divergent. Instead of libraries having a thirty-year start on archives, as the archivist states, manuscripts and records of governmental agencies have been housed in archives and libraries from time immemorial. This is the day of specialization, but it is a matter of record that when President Roosevelt wanted a national archivist he selected a historian, and when he needed a librarian for the Franklin Delano Roosevelt Library at Hyde Park he selected an archivist. The important thing is the combination of scholar and administrator.

Carlos B. Sevilla, of Ecuador, pays high tribute to the Ecuadorean scholar and publicist, Juan Montalvo, whose native city purchased his ancestral home and converted it into a municipal library at Ambato under the name Casa de Montalvo. This library is now developing a system of exchanges and inter-library loans with the principal libraries of the three Americas.

A memorial library is described by Luiz Monteiro da França Sobrinho, in the brief paper entitled "Biblioteca Calisto Nobrega." Calisto Nobrega was one of the founders of this library, established at Paraíba first as a Masonic library but later converted into a library for the public. Monteiro da França

suggests also the formation of a federation of all libraries of the Americas, with which all will agree.

The well-known Cuban scholar, Hermino Portell-Vilà, paints a glaring picture of the neglect apparent in the national library and archives of Cuba. Those of us who have visited these institutions have been aware for many years of the paradox that such an enlightened country, with so many international scholars, should be so neglectful of its treasures and of its reading public. Some of us, doubtless, were not aware of the alleged "negligence of the American Military Board for the Spanish Evacuation of Cuba [in permitting] Spain to take from Cuba in 1898 . . . historical and official papers, weighing 150 tons, that have never been opened to the public for consultation." This is no place to fix blame—to excuse or to accuse—instead we urge our Cuban friends to rescue their valuable collections and archives from this state of neglect. Let them tax the North American pleasure-seekers who spend their winters at the *playa*, *frontón*, and *hipódromo*, in order to provide fireproof *palacios*. A country which boasts of some of the largest bookstores in the Western Hemisphere should safeguard its libraries and archives from fire hazards, at least. We fear they may suffer a loss similar to that of the Irish Archives.

In "Some research experiences in libraries here and in other countries," Philip Ainsworth Means, former director of the national museum at Lima, Peru, and author of *A survey of ancient Peruvian art*, exposes some of the shortcomings of our reading public as well as the efficiency and hospitality of the libraries of the Scandinavian countries. Before pluming ourselves on our library primacy, we should read the interesting book of the eminent Norwegian, Wilhelm Munthe, *American librarianship from a European angle*.

Out of a rich experience, the archivist and historian, Irene A. Wright, brings us "Problems of a research student in the Archives of the Indies in Seville." Her twenty-four years' experience in this Potosí of history renders her advice invaluable to a newcomer in this field. She inspires all with whom she speaks with a love for Spain and things Hispanic. She rejoices that the records and documents of the Archives of the Indies are not indexed or cataloged, thus rendering every visit a voyage of discovery. The student is urged to go to this El Dorado—the Archives of the Indies—by hook or crook. "Quien no ha visto a Sevilla, no ha visto maravilla."

Richard F. Behrendt, of the University of Panama, contributes "A plea for the study of Latin American economic and social problems," which is timely and helpful. It is heartening to hear that in Panama he has found "as much intelligence and mental ability and perhaps more good will and eagerness to learn than [he] would have expected in any institution of higher learning in Europe or North America."

A paper on "International copyright protection in the Americas," by Raul d'Eça, reviews the various attempts that have been made by the American

republics to join in the protection of library and artistic productions. The record since 1864 is not encouraging, since the most important of four main conventions has not been ratified by Argentina, Bolivia, Cuba, Chile, El Salvador, Mexico, and Venezuela. A hopeful sign is the 1933 copyright legislation of Argentina, which is most liberal and points the way to better co-operation.

In Volume II, Behrendt contributes a valuable paper on "Some problems of bibliography and archives relating to the social and economic history of Panama." With the help of his students and other *aficionados y expertos* he is compiling a bibliography on the social and economic history of Panama, and is including, as far as possible, a registration of the related documents to be found in public and private archives. Since Panama occupies a favored position for the study of movements of population, commerce, mixture of races, and great enterprises of capital and labor, Behrendt's work will be awaited with the keenest anticipation. He tells us that the present National Archives building in Panama, which, according to Roscoe Hill, is the only archive building in Latin America constructed for that purpose, was built at the instance of former President Belisario Porras after he, as a lawyer in the nineties, had observed huge quantities of old papers brought out of the governor's mansion and thrown into the sea, thus making space for public offices. These papers cast out were the archives of colonial and Colombian times. Let that government without blame cast the first stone!

In the *Proceedings of the second convention* more than one hundred and fifty pages are devoted to bibliography. Waldo G. Leland, the erudite director of the American Council of Learned Societies, in his presentation of a paper on "Bibliography and scholarship," reviews some of the ambitious attempts at general American bibliography that have been made or are now in progress. His definition of bibliography, while perhaps broad enough to suit the late Ernest Cushing Richardson in his paper entitled "Bibliography, the basis of international intellectual cooperation," is later restricted somewhat by his endeavor to avoid a dichotomy of scholarship and bibliography. According to Richardson, pure bibliography is the science of books and deals with their composition, production, distribution, and use: "It reaches its climax in lists of books describing all these various details and in libraries containing copies of the books themselves." Victor Hugo Paltsits limits bibliography to a correct description of books, but in principle he agrees with Richardson that it relates to the book itself and not to a critical evaluation of its content. Lewis Hanke, in his paper entitled "Bibliographical principles and practice in the field of Latin American studies," welcomes systematic bibliography—"the listing of titles without comment"—but thinks it is short of what bibliography should be, namely, selective rather than comprehensive, and evaluative and informative as to contents. Thus we have the two schools ably presented, and the scholar may take his choice. In the opinion of most bibliographers, it is

more important for the scholar to have available comprehensive lists of books and manuscripts, accurately described, than to have selective lists, critically evaluated by experts. The expert brings prejudices into play, both in the selection and in the evaluation, which may make the lists innocuous for the lay reader but unsatisfactory for the scholar who wishes to judge the work without the predilections of a colleague.

The divergence is well illustrated in the bibliographical contributions found in the proceedings of the second convention. Arthur E. Gropp's "Newspaper collections in the middle Americas" consists of checklists of the holdings of the various countries and dependencies with a descriptive introduction. The nine hundred and sixty-six titles represented in the checklist constitute a notable contribution to newspaper bibliography and are all the more valuable because of their comprehensiveness. It is regrettable that the Dominican Republic is represented by only two items from the private library of Julio Ortega Frier.

The bibliography of that first home of Columbus in the New World is as neglected as has been the archeological remains of his family, but happily Emilio Rodríguez Demorizi promises in his paper on "La bibliografía en Santo Domingo," despite the difficulties in separating Haitian and Dominican bibliography, to publish his extensive "Bibliografía dominicana," now in preparation.

The field of children's books is well represented by a comprehensive bibliography of Brazilian books compiled by Adelpha S. R. de Figueiredo, headed "A literatura para crianças no Brasil," and an account by Marie Kiersted Pidgeon of her efforts to obtain similar lists through correspondence, entitled "The discovery of Hispanic American junior books for reading in the United States of America." Miss Pidgeon could have had her prayers answered no more promptly and effectively. This reviewer has often wondered why Latin America complains of its inability to get North American books, yet raises its children on our comic strips.

The librarian of the Pan American Union, Charles E. Babcock, in describing briefly the Inter-American Center of Bibliography at the Pan American Union, makes the important announcement that one of the first tools provided will be an index of bibliographies in compilation or in manuscript. The Center has already more than justified its existence by the publication of *The Pan American bookshelf*.

A. J. Hanna's account of the development of the Union Catalog of Floridaiana at Rollins College reflects the necessity for co-operation in this gargantuan type of bibliographical apparatus and adds luster to the reputation of Hamilton Holt and his collaborators, who are long since known for their bibliographical zeal.

The suggestion of Rudolf Dolge, North American bibliophile and bibliographer of Caracas, in his *trabajo* entitled "A few thoughts on Inter-American bibliographic co-operation" deserves more attention than a mere inclusion

among the papers of the *Proceedings*. To prepare and publish, as he urges, subject indexes of important Latin American publications, through the co-operation of cultural institutions, would be a priceless gift to scholarship, and it is hoped that the Association will do everything possible to further his suggestion.

Among the bibliographies prepared for the second conference is that by Fr. Marcelino de Castellví, director of the Center of Investigations at Sibundoy, Colombia. It is entitled: "Bibliografía sobre la familia lingüística Tukano (Antes Betoya)" and is one of the bibliographies that are being prepared by the Center to cover the score of aboriginal linguistic families of Colombia. The work is done with care, and it must have involved much research to assemble the data scattered over such a wide field.

A rather noteworthy contribution is the paper and bibliography on the subject of "El yagé y sus relaciones con la Americanística," by Manuel Canyes, of the Pan American Union. This medicinal plant is of great interest because of its singular properties and its use by medicine men or *curacas*. The author acknowledges his debt to the Centro de Investigaciones, where he found an extensive catalog of cards and other data relating to the subject.

It is comparatively easy to find omissions and errors in bibliographies and bibliographical guides, if one takes the time or has the critical temperament. However, J. F. Normano's outburst, entitled "Recent attempts at an economic bibliography on Latin America," gives the impression that there is something radically wrong with the editorship of the *Harvard economic literature of Latin America* and of the *Handbook of Latin American studies*. Normano finds much to blame, little to praise, and he is visibly irked with the whole thing, until he feels constrained to cry with the long-suffering Job: "Would that mine enemy would write a book." With many of his castigations this reviewer will agree, but to term the works a "nekropolis" bespeaks a chronic state of pessimism.

In the section devoted to "Libraries," a firsthand account of the Book Exposition, held in Bogota during July and August of 1938, under the auspices of the National Library of Colombia, was given by the former librarian, Daniel Samper-Ortega, now counselor of the Colombian Embassy in Washington. It would be fascinating reading, if it did not bring a sense of embarrassment because Colombia's *buen vecino* to the north had such a very poor exhibition in comparison with some of the European nations, including even Spain with a civil war on her hands. Needless to state, this implication was neither expressed nor intended by Samper-Ortega.

The secretary of the American Library Association, Carl H. Milam, a Latinophile for many years, in his paper entitled "Some possibilities of library co-operation with Latin America," discusses co-operation both ways—what Latin American libraries want from us, and what we wish from them. Both lists are well known, but happily one desideratum wished for very much by

Latin America as well as by North America has been granted, viz., the ratification by the United States Senate of the Buenos Aires convention on interchange of books.

We shall be able to adopt at least one of the "Library suggestions" of Carlos M. Trelles, the noted Cuban bibliographer, who advocates not only that there be established in every national library an American section devoted to the most notable books published in the New World but also that each country of America shall present to its brother-countries a collection of the most notable books published in its own territory, the number of books being in a certain ratio to the population. For example, the proportion from the United States would be 10,000 volumes; from Panama, 50.

"Library problems in Venezuela" is a frank admission by Hildamar Escalante of the deprivation of public-library facilities in that once dictator-ruled country, which is now free and is freeing the minds of the people in preparation for the stores of knowledge to come.

Discussions ranging from a dearth of libraries to the techniques involved in reproducing library cards illustrate the variety of subjects considered at the conference. George A. Schwegmann, Jr., of the Congressional Library staff, in a chatty vein describes the various methods of reproducing cards by photography.

Among the papers in the section on "Archives," Silvio Zavala, able editor of the *Revista de historia de América*, contributes "Algunas noticias sobre archivos y bibliotecas de México." In directing attention to guides in the Archivo Nacional that are little known, Zavala reminds North American historians who rely upon Bolton that the Mexican archive is much more than a history of provinces that ceased being Mexican. All scholars join with Zavala in mourning the great loss of Don Luis González Obregón, who, though almost blind in his later years, could by groping and with the aid of his prodigious memory locate the varied contents of the archive. This reviewer recalls several very interesting *pláticas* with Don Luis and, especially, Don Luis' reply when we once endeavored to persuade him to go to Johns Hopkins to the clinic of the late Dr. Wilmer. "Señor," he said, "conozco el archivo y mis calles de México, pero como voy a orientarme en esa gran clínica de Baltimore?" Zavala describes improvements and new accessions in the Biblioteca del Museo Nacional, especially the transcripts which the former director, Francisco del Paso y Troncoso, brought from European archives. The latter's fruitful labors of twenty-four years, unaided by modern methods of copying, have been recorded in a volume by Zavala published in Mexico in 1938. Two new libraries are described by Zavala, that of the Congreso de Diputados and that of the Instituto Panamericano de Geografía e Historia. The Library of the Secretaría de Hacienda, he reports, is well supplied with modern works on economics and the social sciences and has recently acquired the library of the late *superbibliófilo, historiador y hombre del estado*, Genaro Estrada. The

private library of González Obregón has been purchased by a private individual.

A notable contribution is a guide to "The public records of the province of Quebec, 1763-1791," by James F. Kenney, the assistant director of the Archives of Canada, who describes it as

an attempt to list in very summary form, and with many omissions of topics either of less importance or which have not been adequately examined, the chief governmental offices having to do with the administration of the Province of Quebec, both imperial in Britain and provincial in the province itself, and the chief classes of records which they produced.

It is regrettable that Kenney's discussion of his *Guide* was not also recorded in the proceedings, for the reviewer recalls that it provided a much more extensive and interesting introduction than is printed with the paper.

Aida Carreño y Correa, librarian of Chile, contributes a plan, developed over a period of three years, for the creation of a department of culture in each Hispanic-American country. The department would be divided into three sections: libraries, bibliography, and information. The organization of these sections is described down to the slightest detail, and little is left for the legislative bodies of the various countries to do. The plan has hitherto been presented by the Chilean delegation to the Seventh International American Conference at Montevideo. Many North Americans will disagree with Señorita Carreño's position—namely, that the United States has no need for a cabinet office devoted to education and the arts.

In his "Report on the activities of the Inter-American book exchange," Raul d'Eça, active leader in the field of inter-American intellectual co-operation, outlines the *modus operandi* of the Exchange and announces that arrangements have been effected to translate into Spanish and Portuguese the outstanding work of Mary Wilhelmine Williams, *Dom Pedro the Magnanimous*. The Exchange is sponsoring the translation and publication of other important works in addition to supplying book information to both Latin America and North America.

The services of the American Documentation Institute and Auxiliary Publication are described by Cuthbert Lee, its director. These services include the well-known *Bibliofilm*—the auxiliary publication which makes available to scholarship practically all works in manuscript—and the access to manuscript collections through a six-month lease at a nominal cost. All honor to the organizers of this Institute and those who have provided these facilities for research, namely, Watson K. Davis, Lieutenant R. H. Draeger, and Dr. Atherton Seidell.

In *Sueños y realidad* the Honduran poet, Gustavo A. Castañeda, raises lamentations on the past and present lack of the spirit of international co-operation yet rejoices that the American countries have always had noble spirits like Bolívar and José Cecilio del Valle, who cherished the idea of solidar-

ity. Thus, the *Proceedings* close with a high note of idealism, reminiscent of the poet Marmol, who wrote:

América es la virgen que sobre el mundo canta,
Profetizando al mundo su hermosa libertad;
Y de su tierna frente la estrella se levanta
Que nos dará mañana radiante claridad.

No conference is complete without resolutions, and the *Proceedings* of the Inter-American Bibliographical and Library Association are no exception in that regard. Stripping the twenty-eight resolutions of the first and second conferences of the congratulatory and appreciatory items, it is evident that considerable effort has been exerted in encouraging and in furthering cultural co-operation between the Americas. The various co-operative bibliographical undertakings are indorsed, and the need for teaching and conducting research in the social sciences in Latin America is brought to the attention of institutions and foundations responsible for the promotion of intellectual work in this country. The necessity for action in the important matter of copyright protection throughout the Americas is stressed. The formation of a Latin American union catalog, the promotion of interlibrary loans, the reprinting of various important bibliographies of José Toribio Medina, and the establishment of a bibliographical journal are among the important desiderata expressed in the resolves.

The second conference commended the efforts of various countries in establishing national bibliographies, and urged that the United States Department of State make effective the Convention of Montevideo for the interchange of publications, that the United States Post Office Department take steps to bring the book postage rates to Latin America in harmony with the present temporary domestic book postage rates, and that the governing board of the Pan American Union study the customs, duties, and other taxes on books in the countries of the Americas to the end that the dissemination of knowledge may not be retarded. The Federal Writers' Project was requested to prepare and issue a guide book to the United States in both Spanish and Portuguese.

In conclusion, this reviewer finds that the *Proceedings* of the Inter-American Bibliographical and Library Association are a distinct contribution to the intellectual rapprochement of the two Americas, including our northern neighbor, and we are confident that its subsequent activities will fully justify its existence. We bespeak for it the hearty co-operation of all who are interested in the cultural life of the two countries.

JOHN VANCE

Library of Congress
Law Library

REVIEWS

The library survey: problems and methods. By E. W. McDIARMID, JR. Chicago: American Library Association, 1940. Pp. xv+243. \$3.50.

The movement for the scientific evaluation of libraries and their services has come of age. No better proof of the maturation of this movement could be given than this excellent book, for in it the author has comprehensively marshaled the techniques of evaluation and has presented them in a logically organized whole. The treatment "is not addressed entirely to surveyors or to prospective surveyors, but also to all who are interested in knowing a little more about the extent to which the library is achieving its goals" (p. vii). Included in the audience of the book, besides the library surveyors, are librarians and library trustees.

The reviewer recalls that surveys of educational institutions and school systems had been in existence for only four years when the National Society for the Study of Education in 1914 devoted one part of its *Yearbook* to a comprehensive outline for educational surveys. Four years later, in 1918, Don C. Bliss wrote his little book entitled *Methods and standards for local school surveys* (Boston: D. C. Heath). McDiarmid's work may be considered a parallel treatment of the survey method in a closely related field. A comparison of these earlier works on school surveys with the one on library surveys here under review is wholly favorable to the latter and reflects the great progress that has been made in methods of scientific evaluation during the last two decades. In writing what could readily have been an almost unreadable technical treatise, however, the author has succeeded admirably in producing an interestingly written document, which still sacrifices nothing of scientific accuracy and thoroughness.

McDiarmid devotes his first chapter to a discussion of the survey method and then follows with a series of chapters on the various detailed aspects of library service, such as finance, personnel, the book collection, and the use made of the library. The final chapter is concerned with the preparation and dissemination of the report of the library survey.

A particularly noteworthy feature of McDiarmid's book is the large amount of data given for normative purposes. He has combed the literature of library surveys thoroughly, and from such sources he has drawn tabulations which reflect standard practices. Such data are of inestimable value to the surveyor or to the library administrator in drawing conclusions and in interpreting conditions found in any given library situation. All the citations are

fully documented, and the whole book thereby carries an air of authority which is much more impressive than if the suggestions and norms were only those of a single experienced surveyor.

Another noteworthy feature of the book is the dependence on recognized authorities in fields outside that of library service. For example, in discussing the administration of the library (p. 61), reference is made to the work of Gulick and Urwick on general theory of administrative organization. Numerous references are made throughout to correlated experience in educational surveys.

Although the first chapter of the book is given over to a theoretical discussion of the survey as an instrument of investigation, the author does not formulate a precise and explicit definition of a survey. Perhaps he could correctly assume that his readers would all know what a survey is, but it would have been relatively easy to have quoted a standard definition such as that given by Walter C. Eells in his *Surveys of American higher education* (New York: Carnegie Foundation for the Advancement of Teaching, 1937).

One feature, usually considered important, seems to be missing from McDiarmid's concept of a survey; he does not stress the recommendations for changes in practices, which are normally found as a significant part of a survey report. At several points in his discussion (e.g., pp. 4-5, 186-87) he leads directly up to the matter of recommendations, only to shy away from the subject without indicating explicitly that recommendations should be a part of a survey. Perhaps the reviewer in making this criticism betrays his own limitations arising from his familiarity with educational surveys in which recommendations are considered both necessary and desirable. Is it true that the library survey is more like a sociological survey, which ends with the description of conditions and says nothing as to what should be done about improving those conditions? One might infer an affirmative answer to this question from the statement in the 1926 survey of libraries in the United States by the American Library Association, where the following passage occurs (pp. 10-11): "Criticism and evaluation have been studiously avoided, and no statement that is made in the report should be taken as either representing or reflecting, to the slightest extent, the opinions or views of anyone connected with the survey" (quoted by Walter C. Eells, *op. cit.*, p. 228). Although one can scarcely believe that this represents a modern point of view about the proper procedure in the survey, the fact is that McDiarmid's account is practically silent with respect to advice about how recommendations for future guidance should be formulated and presented in a survey.

On certain minor points the reviewer would dissent from the suggestions made by McDiarmid. For example, the Army Alpha Test is recommended (p. 85) as a basis for selecting staff members. The list of data about the public-school system (pp. 21-23) seems unduly limited; it might well be extended to include such matters as cost of education, the preparation of teachers, the percentage of attendance, ratio of high-school to elementary-school enrol-

ments, and other readily available items. Points of criticism such as the foregoing are extremely rare, however, and the reviewer would agree that McDiarmid's suggestions in almost all instances are excellent.

The treatment throughout the volume seems thorough and complete, even to the extent that at times it seems to deal with details which any intelligent surveyor or library administrator would have the common sense to observe without being told. Perhaps McDiarmid is right, however, in not taking anything for granted about the ability of library administrators and surveyors to discover things for themselves, and from his own experience he has doubtless found that all the explicit details which he provides are necessary in some situations.

One might ask whether the business of making library surveys has attained such proportions that the publication of a handbook or manual for the use of surveyors is justified. The volume under consideration, however, has a much wider application than this narrow field. Every administrator of a library could use the book with great profit as a means of checking up on the practices and procedures under his supervision and as a valuable source of suggestion and stimulation regarding types of studies that might well be undertaken as a part of the continuing process of internal survey. For this purpose the book will be found particularly meaty and full of substance. It is especially recommended for use, not only by librarians and by library surveyors, but by any interested citizen who has at heart the welfare of the library as an important institution in modern society.

JOHN DALE RUSSELL

Professor of Education
University of Chicago

A faculty survey of the University of Pennsylvania libraries. By BIBLIOGRAPHICAL PLANNING COMMITTEE OF PHILADELPHIA. Philadelphia: University of Pennsylvania Press, 1940. Pp. x+202. \$3.00 (planographed).

Philadelphia merged records and got a union catalog of the metropolis—a register of a library invisible. Now, wishing general intercommunication, the city hopes to formulate a policy for the whole region, thereby reducing interclass competition, giving by reconcentrations its maximum power to each subject class of material, finding room for groups at present inadequately represented, and so in the end to get a well-rounded body of knowledge securely settled in the city's area. A survey will be made by the Committee, and experts will compose a series of handbooks, one for each library community.

To inaugurate this survey the planners forsook the big catalog they had made. It would have been possible to erect as a working model a card miniature of the unseen library by recasting a copy schematically. But they decided to revisit the original records and the shelves themselves to report what they saw, subject by subject, library after library.

In this systematic visitation the University of Pennsylvania is first. It is a faculty survey made under the direction of the library committee's chairman. Eighty-six signed reports are turned in, written by eighty-two named reporters and an unnamed Romance-language committee. Five are librarians. There is no evidence that the writers ever got together or had before them a common norm of reporting. The statements run from fifteen lines to seven pages and vary from general characterizations to considerable citation of titles. The results are brought together in a volume of some two hundred pages, prefaced by a short note from the survey director and by an introduction by the chairman of the Bibliographical Planning Committee of the Philadelphia Metropolitan Area. A four-page index concludes the volume.

It is recorded that the work was done with great speed. One writer mentions giving a week to his task. There was neither time nor inclination to check subject bibliographies, the psychology report being an outstanding exception. The stated intention was to "test the adequacy of the libraries for advanced work and indicate the elements of strength and weakness in each division." It is difficult to see how the latter purpose could be attained without measurement by bibliographical standards, although a faculty could very readily say what could be done with existent collections. They are doing that very thing all the time.

In this respect the Pennsylvania group worked in marked contrast with the University of Chicago faculty, which in its survey of 1933 had bibliographies systematically checked—some four hundred of them—and they recommended the acquisition policy on this basis. Chicago presents another notable difference: its text as printed came from but two hands, however multitudinous the basic contributions, and both were librarians.

The Pennsylvania instrument, then, was a bibliothecal camera or, rather, scores of cameras in varying focus, not a bibliographical compass and chain. In the descriptive method employed—many photographs without background scale—there is both strength and weakness, and each will mount as the method is applied to other libraries in the metropolis. When professors describe the collections they are habitually using, the presentation should have no lack of realism. But how nearly the accounts reveal the actual weight of libraries would depend on the bibliographical competence of the writers who were displacing bibliographies. Scholarly eminence is no guaranty of such competence. In fact, long steeping in a specialty tends to obscure the remaining literature. The Oslers are few and far between, as Pennsylvania has good reason to know. (One of his earliest moves in Baltimore was to establish a medical-historical society.) The review of a selection will be definitive only if the whole literature is in mind. Admiral Byrd has been exploring in Antarctica, but his discoveries have to be fitted into the globe to be final.

Presumably, each of the Philadelphia libraries will have a separate set of surveyors. These accounts will similarly be intimate and disparate. When

completed for the region, there comes the opportunity of a master-survey which to specialists would be the classed counterpart of the union catalog.

Let it be added that the statistical method involved in the checking of comprehensive bibliographies is very tricky. A botanical library of 60,000 volumes is not necessarily three times as effective as one of 20,000. The institution Osler joined at the head of the Chesapeake was at the time the brightest star in the American research firmament, but it would hardly be claimed that the present university is sixteen times more brilliant because its library has so increased. Two facts among others bar such a conclusion. The first is that the initial acquisitions in a library will almost certainly be the best of the literature then extant. The second is that the greater the scholar, the bigger his own storage is likely to be.

The Pennsylvania surveyors did not concern themselves with organization, housing, or administration of the libraries. Auditory and visual aids get no mention. Filming is "out." There is no word of trends.

Here, then, is "inside Pennsylvania" by insiders. The accounts are intimate and frank. They vary in value according to the encyclopedic knowledge of the writers. As, however, it is doubtless true that most of the reviewers could write encyclopedia articles on their specialties, the average of this writing is high. They are correct in the intimation that only those who know a subject have any business dabbling with its bibliography. But lack of comprehensive bibliographical checking robs the presentation of definitiveness. The introspection was undoubtedly stimulating to the participants and good for the university, while to outsiders it makes disclosure of some remarkable ore for future working. The Planning Committee has performed an important public service.

M. LLEWELLYN RANEY

University of Chicago Libraries

Portrait of a librarian: William Howard Brett. By LINDA E. EASTMAN. Chicago: American Library Association, 1940. Pp. 104. \$2.75.

The library career of William H. Brett covers a span of thirty-four years. In 1884, when he was already thirty-eight years old and apparently settled for life in the retail book business in Cleveland, he was made librarian of the local public library which, in the opinion of at least one of its trustees, was in need of a change. The name of John G. White enters the record early, for it was he who, as president of the library board, induced his book-selling friend to accept the position. The association then formed was to endure until terminated by death, and the history of the Cleveland Public Library is enriched by their joint and several contributions.

It was, on the whole, a propitious time for the entry of the alert and still

relatively young book-seller and book-lover into the field of popular librarianship. The A.L.A., then in its first decade, was just emerging from discussions of internal methods and processes, by that time fairly well standardized through the labors of Cutter and Dewey. Library thought, infused with the missionary spirit, was turning to extension and co-operation, and the new Cleveland librarian was characteristically quick to grasp and eager to exploit the opportunities for service in the wider use of books in a public library. In 1918, when Brett's life was suddenly terminated by the act of a drunken motorist, he still held the librarianship of the Cleveland Public Library, into which he had been thrust without preparation or apprenticeship. But that institution, which forty years before had been described as "about the worst library in the world," was now recognized as one of the best in organization, in leadership, and in service, and it remains a pattern for all.

It would be fascinating and instructive to follow the evolution of this thirty-eight-year-old book-seller into one of the most enlightened and progressive library executives of his day against the background of a moribund institution of the past also in the process of growth. The present book, however, affords but slight material for such a study—and that is the fault neither of its author nor of its subject but of the craft and body of American librarianship as a whole which, though dealing with the recorded thoughts and deeds of all mankind, manifests a strange reticence in making a coherent record of the thoughts and deeds from which its own scant body of doctrine is laboriously evolving. For the most part our colleagues have been too busy and too absorbed in their business to take time for contemplation or appraisal, much less for giving an account of its results and future implications. This was pre-eminently true of Brett whose tireless energy was wholly consumed in those endless processes of expanding and pioneering, of trial and error, of experiment and failure, enterprise and achievement, through which the Cleveland Public Library grew to its commanding position under his hand. The record of those processes, day by day and step by step, would, we repeat, be fascinating and vastly instructive. But such a record simply does not exist.

Thus we have, in Miss Eastman's little book, the only record it was possible to make of the career of William Howard Brett, done by the one in all respects most fit to undertake the grateful task. Her judicious use of the available data is vivified by the memories and loyalties of a lifetime of association. It is, as its title proclaims, the portrait of a librarian whose professional life was perhaps more colorful than most, rich in the gifts of leadership as well as in those of friendship; tireless in the pursuit of his objectives and a master in getting results; an executive who could be firm and a chief who could, by inspiration and example, build up a staff imbued not only with deep affection for him as a man but even more with devotion to the ideals for which they jointly labored. Miss Eastman has made a worthy contribution to the slowly growing A.L.A.

series of sketches of American library pioneers, and she deals adequately and entertainingly with the life of one of the most interesting, and most clearly entitled to inclusion on the lengthening roll of our pioneers

C. B. RODEN

Chicago Public Library

What shall the children read? By LAURA E. RICHARDS. New York: D. Appleton-Century, 1939. Pp. 62. \$1.00.

In this small red book a noted author has given us the fruit of her years of experience as a writer for children as well as a delightful account of her own joy in reading. Such a book should have considerable significance for librarians because Mrs. Richards, at the age of eighty-nine, has traced her own journey through the world of children's books with an enthusiasm and appreciation for the children's classics which is as alive now as it was when she was a child.

The first chapter entitled "A-Apple pie"—the author's defense of the alphabet—will appeal particularly to librarians faced with the task of teaching young assistants who do not know their *ABC*'s how to file cards in the catalog. Furthermore, many parents and librarians will agree wholeheartedly with Mrs. Richards' tirade against educators who oppose children's learning to read until eight years old.

Again, in the chapter on "Nursery lore" there will be widespread sympathy with her appeal:

I plead, with all the voice that is left me for beauty in the nursery. Put away, dear young parents, the comic supplement which (mysteriously, incomprehensibly) means so much to you. Hide it from Billy's roving, seeking eye, which should be finding beauty and grace, not (to coin a needed word) hideosity.

Although the reader may approve the author's remarks about books and reading, he is likely to disapprove of her method of addressing "dear young parents"—as in the above quotation—or "dear Mr. Wordsworth" and others elsewhere in the book. Furthermore, the style would, in the reviewer's opinion, have been more effective if the imaginary children—Billy and Wilhelmina—had been omitted; if the content had been presented as a purely autobiographical account of Mrs. Richards' own delight in children's books.

If this book was designed for use as an aid to librarians in book selection, it has not succeeded in its purpose. No experienced librarian would turn to it for help in the choice of books for child readers. Even the untrained, inexperienced children's librarian would turn rather to Anne Eaton's comprehensive *Reading with children*. Indeed, Miss Eaton's book of three hundred and fifty-four pages, based on her twenty years of reading with ten thousand children, is certain to be a more useful reference tool than the scant sixty-two pages in *What shall the children read?* And yet, the similarity of viewpoint in the two books is marked. Like Miss Eaton, who has mentioned nearly a thousand

titles tested by child acceptance, Mrs. Richards believes that children's own likes and dislikes are all important; or, as she writes: "The crux is in what children will read and continue to read. The proof of the pudding is in the eating. The child is not deceived."

Despite the fact that Mrs. Richards has not produced an effective aid to book selection, her book can be safely recommended to young mothers for its inspirational value. Certainly, the best children's books of all time are presented with a zest which will impress parents who are truly interested in having their children enjoy books so much in their childhood that they, like Mrs. Richards, will have a store of vivid memories to enrich their old age.

MARY REBECCA LINGENFELTER

Brookline, Pennsylvania

An evaluation of free reading in grades seven to twelve inclusive. By LOU L. LA BRANT and FRIEDA M. HELLER. ("Ohio State University graduate school series, contributions in education," No. 4.) Columbus: Ohio State University Press, 1939. Pp. ix+158. \$1.50.

Research studies on the voluntary reading of adolescents generally reveal the dominance of the required school reading list. This monograph, a consolidation of material previously published in professional periodicals, is an interesting example of a successful free-reading program with two groups of high-school students over a three-year period, 1932-35. In spite of the authors' insistence on the local character of the investigation, the findings have unusual significance, since the institution in question—the Ohio State University School—is one of the thirty selected by the Progressive Education Association for their eight-year experiment. Furthermore, one of the groups studied is responsible for that unique educational document *Were we guinea pigs*. And, finally, the authors, the librarian, and the English teacher were given complete freedom in their aim to make reading an integral part of school and home experience.

The material with its readable text, elucidated by more than forty statistical tables, is presented in three main parts: the first, an introduction explaining the principles, the ideals, and the philosophy of the school; the other two concerned with the study proper, one devoted to the experiment in the seventh, eighth, and ninth grades, the other to the tenth, eleventh, and twelfth grades. The number of pupils—approximately fifty, fairly evenly divided as to sex—the method of securing the data through the individual card records kept by the students themselves at the library, and the findings in regard to shifts of adolescent interests at the various grade levels are similar for both groups. From this point on the objectives differ; for the junior-high group—described as an "average" class—emphasis was placed on sex differences in respect to quantity and quality of their reading, while for the

upper-level group—considered “the most advanced in the school”—the main interest centered around the diversity. In the first case, teacher and librarian through personal, individual suggestion rather than through class assignments or formal discussion endeavored to make the reading more purposeful, while in the second the students themselves, aware of its limited character, endeavored to broaden their reading, a project made practical through their responsibility for the purchase of a small collection of recent books to be added to the school library.

The findings for the younger group, briefly summarized, reveal that the ninth grade showed a decided increase in volume over the seventh, not only in number of books but in titles and authors as well. The quality improved also, as was evidenced by the fact that two-thirds of the titles appeared on such approved lists as the *Standard catalog for high school libraries*. There was marked evidence of the developing interest in nonfiction, especially the drama, and a gradual awakening of satisfaction with adult literature. Sex differences in regard to such factors as volume, subject interest, and type were striking; but both boys and girls discovered that books were a source of pleasure in meeting their changing enthusiasms and in unconsciously providing skills for more mature reading. As examples of the shifts of interest during the three years lists of the most popular authors with titles, arranged by grade and sex, are introduced into the text.

In the case of the senior high school group material in English and French was considered, although actually only 1 per cent of the titles read were in the latter language. In contrast to the former study no attempt was made at evaluation, since, in the estimation of the writers, books for this age level “cannot be rated as to literary quality by any established techniques.” The content, however, was carefully analyzed in respect not only to subject matter but also for settings, time, place, and period. The findings indicate that, as students mature, they become interested in more serious forms of writing—in the essay, drama, and poetry as well as in books dealing with current social issues. They also began to explore foreign literature and found pleasure in reading books dealing with non-American settings and remote civilizations. As an example of the problem of individual differences, case studies of two boys—diametrically opposed in reading ability and interests—are presented through a complete list of their reading during the period studied.

The implications of such a research project are many, but the real demand is for a dynamic school program in which reading shall be an integral part of the entire curriculum, not an isolated activity, with freedom of choice for the students. The appendixes which give the entire list by grade and sex for the 3,557 books read by the lower grade level, and the 3,974 of the senior group classified by subject matter, seem to refute the authors’ statement that “comparatively few books of merit are written for the young person from twelve to twenty.”

The investigation offers a great amount of valuable information on the role which reading plays in satisfying the changing interests of the high-school students, but there is no complete, composite picture as to the ranking of the various types of fiction and nonfiction in each group which is much needed to supplement the many small tables scattered through the text. Data on additional factors—such as the relationship between mental intelligence and subject matter, the sources of reading, other than the school library, the background of the students, and the community—would have been extremely helpful. On the other hand, the constant references to and comparisons with similar research studies in the field show the thorough acquaintance of Miss Heller and Miss La Brant with their subject.

For the school and public librarian the findings will be both suggestive and stimulating—concrete proof of the intelligent, serious reading the young people of today can and will do, if those two essentials, books and thoughtful guidance, are at all times available.

HELEN MARTIN ROOD

Scarsdale, New York

The revival of the humanities in American education. By PATRICIA BEESLEY. New York: Columbia University Press, 1940. Pp. xiv+201. \$2.00.

The author of *The Revival of the humanities in American education* has rendered a distinct service to faculty members and to administrative officers in the field of higher education. The whole movement toward unifying and synthesizing the various fields of knowledge—which, under the influence of specialization, have been divided and subdivided into narrow, segmented courses—has advanced at such a pace that it has been virtually impossible to keep informed regarding both the extent to which changes have occurred and the nature of new types of courses that have been developed.

This volume is intended (a) to give an account of what colleges are doing in the field of the humanities; (b) to show what are the common and the variant elements in courses bearing the humanities label; (c) to sketch the background of these courses in terms of the long-time controversies over the place of the humanities in a program of higher education and of the factors that have contributed to the current revival of interest in the humanities; and (d) to provide a basic bibliography on the subject.

The author has obviously undertaken a problem of such magnitude that she could hardly be expected within the compass of two hundred pages to treat exhaustively and in detail each phase of the subject implied by the foregoing statement of purposes. The work is essentially a survey. This fact in no sense detracts from its significance nor is it to be construed as reflecting an oblique light upon the scholarly competence of the author. As a survey it is well done.

Part I presents in tabular form data regarding thirty humanities courses

that have appeared in the curriculums of American colleges during the last twelve years. Included in the table are the administrative organization of the institution; the name of the course; the date begun; the content—e.g., art, music, literature, philosophy, history, etc.; the method—lecture, discussion, etc.; and the expressed purpose. A brief interpretation of each of these aspects accompanies the table. The reader is not informed concerning the sources of the data, whether they were taken from catalogs and syllabi, from questionnaires, or from other sources. A statement regarding the method used in securing the information would have given the reader some assurance as to its reliability. The reviewer has checked the table with reference to a number of institutions of which he has rather intimate knowledge and has found no errors of any consequence.

Part II is devoted to a brief discussion of the philosophical and historical background of the humanities. Here the author gives evidence of extensive critical reading, of a careful selection of representative sources, and of an impersonal interpretation. Representatives of each of the various humanistic points of view will, no doubt, feel that their philosophy has been treated quite sketchily and inadequately. Such a criticism is inevitable whenever a controversial subject is presented in such summary form. It is to be hoped that this delineation of the return to the humanities may inspire someone to present more exhaustively the materials covered in Part II of Miss Beesley's book.

The third division treats in some detail the nature of general humanities courses, both as to content and as to the conditions under which they have developed. The wide variety of patterns of subject matter included in the various humanities courses no doubt indicates that they are in different stages of experimental development, that they are based upon diverse educational philosophies, and that they are probably influenced by numerous noneducational factors.

Here again, a comprehensive discussion of the content of each of the thirty humanities courses presented in Part I would have far exceeded the compass of this volume. The author has, however, pointed the way to a more exhaustive type of study.

As a ready source of condensed information regarding humanities courses, this volume fills a real need. It is well written, well documented, and the Bibliography contains valuable references for those who are interested in reading more widely in this field. College presidents, deans, instructors in humanities courses, and professors of education—especially those interested in problems of the curriculum—should read *The revival of the humanities in American education*.

A. J. BRUMBAUGH

Dean of the College
University of Chicago

Business and the public library: steps in successful cooperation. Edited by MARIAN C. MANLEY for the Public Business Librarians Group of the Special Libraries Association. New York: Special Libraries Association, 1940. Pp. 83. \$2.00.

No one has yet given a truly adequate definition of the concept "special librarianship" as it is generally understood—or misunderstood—today. Perhaps future experience will demonstrate conclusively that the term is so loosely conceived, so filled with contradictory elements, as to defy the restrictions imposed by precise definition. The expansion of the Special Libraries Association into many diverse fields eloquently testifies to the impotence of definition in an area of librarianship that attempts to encompass within one phrase a multitude of completely unrelated, if not actually discordant, activities. But, whatever the resolution of the problem, certainly professional thought in this direction has been considerably clarified by the publication within the past year of two important books.

The first—*Special librarianship in general libraries* by Ernest A. Savage (London: Grafton, 1939)—comes from the always provocative and stimulating pen of the librarian of the Edinburgh, Scotland, Public Library. Since this has been reviewed by LeRoy C. Merritt in the pages of the *Library quarterly* (X [1940], 138–39), there is no need to recapitulate its virtues here. Suffice it for the present purpose to say that the book reaches its zenith in a consideration of subject departmentation in public libraries and, especially, in the forthright and courageous prophecy that "the general practitioner has a place in our organization, but in the cities, if the public is to be well served, the specialist is the librarian of the future, and ought to be the librarian of the present" (p. 50). These essays are much more than the credo of one articulate librarian; they open the way to the formulation of an entire professional philosophy.

It is no condemnation of *Business and the public library* to say that it is a very different kind of book. Whatever the multitude of special-library activities may include and however much each may contribute to the concept of special librarianship as a professional entity, certainly one important element in the entirety of connotations that cluster about special librarianship as a career is the idea of library service to business and commercial enterprise. When, in 1904, John Cotton Dana established the business branch of the Newark, New Jersey, Public Library, he did more than give tacit recognition to a growing conviction that the public library had something of value to contribute to industry and commerce. He was indulging in no rosy-cheeked sentimentalization over a new opportunity for community service. His was no pious hope born of a premature missionary zeal. Here, to be sure, was a chance to expand the influence of the library and to win for it wider support. Dana's plan cannot be explained away as merely a clever scheme designed to loosen the purse strings of an increasingly opulent commercialism. He was much too

perceptive to have overlooked the potential rewards that might accrue to the library through such co-operation. Yet he realized, too, that the opportunity would, by its very novelty, make strange demands upon old techniques; new methods, new materials, new procedures would be required. Leisurely conservatism would be forced to yield to the demand for immediate results. The ephemeral publication would become of equal, or of even greater, importance than the permanent. The business branch grown to maturity might well strike out on its own initiative, disregard the placid course of its elders, and forsake the quiet cloisters of a Carnegie temple to seek a natural kinship in the turmoil of the city-room of a metropolitan newspaper. Hypothetical concern over the ideal dimensions of the unit catalog card would be superseded by the immediate problems of making the latest information readily available. Energetic, lusty, almost feverish in the intensity of its vigor and quite disrespectful of practices that were "tried and true," the special library might even discover itself eventually to be something of an outcast in the library world—denied paternity by the very profession that gave it birth. These were startling implications, and, in the wake of their realization, librarians again turned to solidarity through professional unity, as they had done in 1876; so, in 1909, the Special Libraries Association was formed. Into this new organization Dana breathed the spark of his own peculiar genius, just as five years before he had given life to the Newark business branch.

Today more than three decades have passed since these events took place—years filled with social and economic change, not to mention the establishment of over twenty business departments in as many large metropolitan library systems. If, in the face of expanding services, librarians in general have been neglectful of any critical evaluation of their activities, special librarians have been no less negligent. Certainly, it is now time that librarians in business departments of public libraries begin to think seriously about their relationships to the profession as a whole, the efficiency of their services, and the real worth of their contributions. *Business and the public library* is not evaluative in this sense; it was not intended to be. Nevertheless, it is a successful attempt to make a very real contribution toward the codification of basic principles of current practice. Writes Miss Manley:

The need has not been for a description of routines but rather for a survey that would indicate possibilities and that would emphasize the essential features of flexible service, acute selection, and swift action. In *Business and the public library*, the members of the Public Business Librarians Group have recorded conclusions reached from experience under many conditions. That this volume may be an incentive to further experimentation is their hope [p. 5].

In this day of uncertainty as to library values this is indeed a lofty star for the hitching of any librarian's wagon, and if the volume under review fails always to achieve the editor's objective it does so only because the inadequacy of present professional knowledge will permit nothing better.

The scope of the work is certainly sufficiently inclusive. It covers the en-

tire field of business-branch administration, the relation of that phase of librarianship to the profession as a whole, the interaction between library service and business enterprise, and the problems of selection, acquisition, preparation, and use of standard and specialized materials; it also includes four useful appendixes and extensive bibliographies. Finally, it should be added that, though the volume is planned only for business departments in public libraries, its compass is sufficiently broad to include the whole of special librarianship as it is related to business enterprises—whether it be as a branch of a municipal library system or a library unit created by a commercial or industrial firm. If there is any serious omission, it would lie in the neglect of training for this phase of library work. The reviewer, and doubtless many others, would certainly have welcomed a discussion which, unlike anything available at the present time, would really come to grips with the problem of training for effective service in the business branch. But this may be asking too much. More than one well-intentioned but too venturesome soul has come to grief in that maelstrom of confusion and contradiction. In this instance Miss Manley's discretion may be the better part of valor.

That Marian Manley was selected to be the editor was no mere "happy chance"; indeed, it was almost inevitable. By virtue of her rich experience as librarian of the Newark business branch and as editor of *Special libraries*, she was by far the person best qualified for the task. But had she been less an editor and more an author the book would have been more significant still. Judgments based upon cumulative experience are not necessarily valid or valuable because they represent the combined opinions of many. It is to be hoped that some day Miss Manley will give us her professional credo evolved from the resources of her own full life. Until then one can at least be grateful for these two books—this and the Savage volume—two "bookes clad in [blue and] red," that any special librarian would do well to keep "at his beddes heed."

J. H. SHERA

*Graduate Library School
University of Chicago*

Special library methods: an introduction to special librarianship. By JOHN L. THORNTON. London: Grafton, 1940. Pp. xi+158. 10s. 6d. net.

Perhaps it is wise to begin this review with the author's conception of special libraries:

It is desirable to classify by function rather than by stock, and in this book all other than public and county libraries are considered, while commercial and technical libraries are treated as if distinct from the public system, for by their very nature they demand separate treatment. Similarly, university libraries are included, for they are considered as series of special collections, and their function is special although their stocks may embrace all knowledge and literature other than ephemeral fiction. Thus, special libraries as treated in this volume include all other than those devoted to the use

of the general public, that is, those whose essential function is to provide for the needs of students, teachers, research workers, specialists, and members in the case of certain societies and institutions.

It is interesting to speculate on what the scope of a similarly entitled volume written by a special librarian in this country would be by way of comparison and contrast. Like Mr. Thornton, the United States author would include a chapter on university and college libraries, but he would lay far more stress on departmental libraries and on special collections. Similarly he would offer a study of medical and scientific libraries and of libraries of learned societies and institutions. If he included school libraries, they would be only those connected with schools dealing with special subjects—art schools, music schools, specialized trade schools, etc. Whereas Mr. Thornton groups business, commercial, and technical libraries into one brief chapter, the American librarian would be likely to devote at least half of his study to the various types of business and financial libraries. He would include full sections on bank libraries, on insurance libraries, and separate chapters on legislative and municipal reference libraries, not to forget art libraries, government departmental libraries, and newspaper libraries. An American volume devoted to special library methods would be very likely to assume the character of a one-two-three manual of practice. Mr. Thornton rather presents an inventory of the various methods in use in British special libraries, without going into great detail.

Here one learns interesting facts about certain British library problems. Training of special librarians, for example, is as live a question for the British as it is for the American today, and the question of subject versus technical training is as far from an adequate solution in England as it is in this country. The salary statistics presented in the section on university libraries are illuminating:

The staffs are paid salaries that can only be termed such by a wide stretch of the imagination, for although it has been recommended that the librarian should receive professorial status and remuneration, in few universities is this an established fact. The assistants are even worse off, as grades frequently bar these from receiving more than a maximum that amounts to about £150-£200 per annum. . . . Junior assistants receiving £52 per annum on appointment have been known to receive £75 after five years service, . . . and they can rarely hope to reach more than £200, even though in charge of large departmental libraries.

The total salary budgets of medical libraries surveyed range from £114 to £358 per annum.

Library buildings and furniture come in for a fair share of treatment; special filing equipment is described. There are good illustrations and reproductions of special forms. Each chapter is supplied with a brief bibliography, notable for the inclusion of exceedingly few American titles.

The subjects of cataloging and classification are happily treated with full respect, several pages in each chapter being devoted to these all-important

phases of special library work, with full appreciation of the need for special classification schemes and the employment of deviations from orthodox cataloging methods in special libraries.

LUCILE L. KECK

Joint Reference Library
Chicago

Manual on the use of state publications. Edited by JEROME K. WILCOX; sponsored by COMMITTEE ON PUBLIC DOCUMENTS OF THE AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1940. Pp. x+342. \$6.00.

"For many years there has been an urgent need for a manual on the use of state publications." These words—the first sentence in the editor's Preface—properly are printed in capitals. His reference to Ernest J. Reece's *State documents for libraries* is a merited tribute to a pioneer book in this field which has kept its value for a quarter-century.

The present book, though published by the American Library Association and sponsored by one of its committees, is not, like Reece's volume, exclusively by librarians and "for libraries." It is of composite authorship. Its twenty-one chapters bear the names of eighteen authors, only eight of whom are members of the American Library Association. It is broadly conceived and executed, and perhaps it is no more useful to libraries and to librarians than to dozens of other groups—e.g., social workers, accountants, budgetary and finance officers, public health officials, students of criminology, etc. Its composite authorship accounts for some duplication, and there is now and then internal evidence that the editor has struggled against the inevitable delays which retard the completion of a book so prepared. Most chapters are written as of 1938, with only occasional later dates in evidence.

The book's twenty-one chapters are arranged in five groups: (1) importance, character, and use of state publications—five chapters; (2) bibliographical aids—four chapters; (3) basic state publications—nine chapters; (4) national associations of state officers and their publications—one chapter; and (5) printing and distribution—two chapters.

Of these groups it seems likely that Nos. 2 and 3 will be most useful to librarians. They comprise well over half of the book. Especially notable and of high value for reference work on social topics is the very admirable chapter xviii, entitled "Sources of current information concerning state administrative, regulatory and advisory functions," in which sixty-seven carefully chosen representative topics are furnished, with references under the captions "Directories," "Compiled laws and digests," "Studies of state functions," and "Lists of state publications."

In discussing moot questions, certain of the more academic chapters seem to resist presentation too closely to the present status without offering obvious

suggestions for improvement and failing to relate their discussions specifically to the more effective library use of state publications. For example, chapter xv, "Collected documents," after a short and not too appreciative paragraph is given over to brief, tentative statements of the years for which such documents have or have not been issued by the thirty-nine states that have prepared such sets—in all less than four pages. There is no adequate argument for the usefulness and importance of having such sets from every state, nor is there any suggestions as to what such sets should include, by whom they should be made up, how grouped, bound, distributed, indexed, numbered, and the volumes lettered.

A thirty-five-page chapter on "Exchange and distribution" usefully summarizes the formal legal provisions of the forty-eight states but ignores the heavy quotas distributed by issuing departments or offices and by members of state legislatures (often the quickest ways to get documents), as well as the extensive exchange service which is rendered by many of the state libraries in furnishing documents to other libraries on exchange, sale, or gratis. Much of this service is extralegal in that it has expanded existing general provisions of law, but laws in all states in the last quarter-century have more and more specifically named state libraries as document distributors and have increased their quotas for such purpose. There is nothing, for instance, in the New York section of the chapter just named to suggest that the New York State Library has the largest existing stock of New York documents, from which it distributes over 50,000 items annually to over 2,000 libraries, and that it handles the entire library distribution of New York laws, court reports, collected documents, and the annual reports of several state departments.

The present *Manual* is sure to be a helpful guide toward the understanding of the complexities of our state governments and their resulting publications. It is fortunate in having enlisted the interest and effort of its editor, whose thorough mastery of the subject and useful work in its bibliography is unexcelled by any other librarian of recent years. The book is more than satisfactory in format and typography. A very full index fairly bristles with cross-references.

JAMES I. WYER

Salt Lake City, Utah

International news and the press: communications, organization of news-gathering, international affairs and the foreign press. An annotated bibliography. Compiled by RALPH O. NAFZIGER. New York: H. W. Wilson, 1940. Pp. xxix+193. \$3.75.

Professor Nafziger's bibliography is well organized and the annotations are crisply done. As a research aid in a timely field it should prove valuable. The introductory material, describing evolution of international press associations and problems of foreign-news editing, is necessarily discursive. It could be more objective, to lift a phrase Professor Nafziger employs on publishers, but

it still remains within apparent scholarly confines. The bibliographical meat of the volume is carefully and completely presented. Some citations, particularly those from trade papers, seem border line on grounds of lack of objectivity natural in spot-news reports. Further, the field of news with which the volume is concerned occasionally is confused with extraneous subjects. But, generally, the volume holds adequately to its announced point.

HARRY E. SHUBART

University of Chicago

Bibliography of mathematical works printed in America through 1850. By LOUIS C. KARPINSKI. Ann Arbor: University of Michigan Press, 1940. Pp. xxvi + 697. \$6.00.

This monumental and scholarly work will be indispensable to all who are interested in the early development of mathematical instruction and learning in America. The author is well known for his work on the history of mathematics and as a collector of rare mathematical books.

In his Introduction the author says:

To give a complete catalogue of mathematical publications in the United States, Canada, and the West Indies up to the end of 1850 and of all those known to have appeared in Central and South America up to 1800 is the purpose of this volume. A number of Spanish-American works after 1800 have been located and cited, but no pretense is made of completeness in this period.

He also gives a sketch of the British background, describing various English publications widely used as mathematical texts in America. The Introduction includes a description of the difficulties encountered in locating many of these early publications and a list of some books known to have been published of which no copies could be found.

Each entry includes an indication of the library or libraries in which a copy has been located. A great many entries are accompanied by a reproduction of the title-page, and, occasionally, interesting pages of the text are also reproduced. There are approximately eight hundred of these illustrations. Some of the entries include valuable descriptive paragraphs. The work closes with a general index, a number of topical indexes, and an index of printers and publishers.

L. M. GRAVES

University of Chicago

Mathematical reviews, Vol. I, No. 1 (January, 1940). Sponsored by AMERICAN MATHEMATICAL SOCIETY and MATHEMATICAL ASSOCIATION OF AMERICA. Providence, R.I.: American Mathematical Society, Brown University, 1940. Pp. 32. Published monthly, except July and August. Subscription price, \$13 per year (\$6.50 to members of sponsoring societies).

Mathematical reviews aims to list all published books and articles on mathematical subjects of an advanced nature and, as far as is feasible, to print ab-

stracts of their contents. It has begun its existence with a very high standard of excellence. The continuance of this high standard is assured by the character of the editorial board, composed of O. Neugebauer and J. D. Tamarkin, of Brown University, and by the enthusiastic support and co-operation of members of the American Mathematical Society and others as abstracters.

An abstract journal of this sort is, of course, indispensable to all research workers in mathematics and should, in addition, be of real interest and value to all teachers and others who wish to keep in touch with present-day activity in mathematics. *Mathematical reviews* is superior in format and appearance to its predecessors in the field, but it does not compare with them in price. Its remarkably low price makes it available to individual workers in mathematics as well as to college libraries with small budgets.

The journal is published monthly by the American Mathematical Society under the joint sponsorship of the Society, the Mathematical Association of America, Academia Nacional de Ciencias Exactas, Físicas y Naturales de Lima, Het Wiskundig Genootschap te Amsterdam, and the London Mathematical Society. A part of the necessary funds has been furnished by the Carnegie Corporation, by the Rockefeller Foundation, and by the American Philosophical Society.

L. M. GRAVES

Bibliographie der internationalen Kongresse und Verbände in der Preussischen Staatsbibliothek, Band I: *Medizin*. Bearbeitet von HANS STÜMKE. Leipzig: Otto Harrassowitz, 1939. Pp. ix+281. Rm. 30.

The appearance of Stümke's bibliography marks a milestone in our knowledge of international medical congresses. Two previous noteworthy contributions in this field have been made: *International congresses and conferences, 1848-1937: a union list* edited by Winifred Gregory (New York: H. W. Wilson, 1938)—hereinafter cited as *ULIC*—and *Congresses: tentative, chronological and bibliographical list of national and international meetings of physicians, scientists and experts, second supplement*, bound with the *Index-catalogue of the Library of the Surgeon General's office, United States Army (Army Medical Library)*, Vol. III, ser. 4—hereinafter cited *DSG*.

Stümke plans to complete his bibliography in twelve parts. The part now issued is a *Bibliography of international medical congresses and organizations*. It will be followed by those in natural sciences, philology, philosophy and history, religion, art, education and child-care, law and political science, social science and economics, technology, agriculture, and, finally, sports.

The *ULIC* is an attempt to record the holdings of international congresses in libraries of the United States and Canada, and the *DSG* list is a tentative record of those held by the Army Medical Library, with dates given for those publications of congresses not in their possession.

Stümke's bibliography is, however, considerably wider in scope than either of these two. He has succeeded in acquiring almost exhaustive information from printed bibliographies of all kinds and through a careful study of periodicals in special fields. This he enriched by added information gained through correspondence with the international organizations and with libraries.

The information given about each congress is (1) name of the congress in various languages; (2) date of foundation and address of permanent secretariat; (3) publications issued under the auspices, both monographs and serials; and (4) congress publications, arranged chronologically.

The arrangement is by broad topics, derived from catchwords in the titles and always in German. The Index gives the catchword in other languages as well. Since the Index gives all the catchwords that seem important, including geographical names, it is efficient and easy to use.

In his Preface Stümke criticizes the *ULIC*:

During the printing [of my work] the American publication of international congresses and conferences appeared. In addition to giving the resources of numerous American libraries, it also supplies bibliographic material and dates of congresses, without, however, evaluating the existing material or making exhaustive record of the sources. As a catalog, according to the American system, this work is very difficult to use because of the very great number of titles which begin with the same words and also because of the extensive use of title abbreviations, which often produce lack of clarity. The numerous notes and the subject index are not sufficient to explain the contents, because the system is too ponderous. The whole plan shows that one cannot treat difficult special subjects according to the general rules laid down for catalogs. The references to international congresses, contained in the numerous lists of journals from domestic and foreign countries, have only a very limited usefulness.

Stümke is not alone in his feeling that present cataloging practice is unsuited to this type of bibliographical undertaking. Colonel Harold W. Jones, librarian of the Army Medical Library, states in the Preface to *DSG* (p. [3]): "It is evident from the great variety of publications and from the great variations of the title of international congresses that the old-fashioned cataloging of congress publications is entirely unsatisfactory."

Those libraries faced with the problem of the proper relationship between descriptive bibliography and present cataloging practices will find it interesting to make a comparison between Stümke and *DSG* versus *ULIC*.

The information for each congress listed by Stümke is in nearly every case much more detailed, and many more publications are included which are not noted by his two predecessors (*ULIC* and *DSG*). One criticism which may be raised is Stümke's failure to give the pagination of the reports issued separately, although all other bibliographical details of publication are given. For certain congresses, such as tuberculosis, the information given is more accurate and detailed (cf. Stümke §§ 307, 309 versus *ULIC*, pp. 122-23, 170-71, and *DSG*, §§ 1623, 1624).

In my opinion, libraries having collections of medical congresses will come

to consider Stümke's work a basic tool. Until such time as the Army Medical Library puts out its definitive list, Stümke's excellent bibliography is of inestimable value because it clarifies many erroneous statements in the *ULIC* and supplies additional information necessary to a working knowledge of the subject under consideration.

THOMAS P. FLEMING

Medical Librarian
Columbia University

Subscription books. By F. E. COMPTON. ("R. R. Bowker memorial lectures," No. 4.) New York: New York Public Library, 1939. Pp. 54. \$0.25.

This is the longest and most ambitiously documented of the Bowker lectures on publishing in the United States. In addition, it is the first to be furnished, in its printed form, with illustrations and a bibliography. The two middle sections, some twenty-four pages, are given over to the history of subscription books in England and America from Caxton to Mark Twain. The material here is well organized and charmingly presented, but the limited space does not permit more than brief sketches on familiar landmarks in patronage, the subscription list, and post-publication direct selling. Two errors in the captions of the illustrations facing pages 6 and 16 are not likely to deceive the reader. Reduced facsimiles of reprints in modern types of Caxton's *Mirror of the world* and a 1619 pamphlet of John Taylor, the "Water poet," are described as reproductions of the original editions.

The richness of implication and the wisdom displayed in the sections where Compton draws directly on experience make one eager for more of such material in place of the space given over to notes from secondary historical sources. In the opening section he presents a definition of subscription books as "those for which a definite market is created, before or after publication, by soliciting individual orders." There follows an excellent discussion of the continuing economic necessity, on both the producing and the distributing sides, for subscription publication of the great works of reference, whether under commercial or noncommercial sponsors. There is a closely reasoned account of the advantages to the producer of a distributing machinery controlled by him where a single specialized and expensive item is created. In the book business this is underlined by the inadequacy in national coverage of retail outlets and by the amount of effort involved in each sale of a set of reference books, where the price level is so strikingly different from that of books sold over the counter. There is a reminder that subscription-book sales annually equal in dollar value the total sales of books in American bookstores.

In the last section of the pamphlet the author shows, from his own forty-five years' participation, how higher standards have been achieved in the preparation and revision of dictionaries and encyclopedias. He particularizes

in the case of the school encyclopedia, where the work of his own firm has been outstanding. After a paragraph devoted to the pioneer work of Chandler B. Beach, of Chicago, who published a two-volume *Students cyclopedia* in 1893, Compton says: "When I compare this first school encyclopedia with the latest edition of its successor, I am thrilled to see the progress that has been made."

Reference has been made to the series in which the present essay is the fourth. Since the earlier lectures, although each was put into print, have not been reviewed in the *Library quarterly*, it will not be out of place to describe here the foundation under which the lectures are given and to note the earlier publications in the series. The Compton pamphlet, as well as the others, carries an epigraph facing the title-page: "The Richard Rogers Bowker Memorial Lectures have been established at The New York Public Library as an aid and stimulus to the study of book publishing in the United States and the mutual problems of authors, publishers, librarians, readers, all makers and users of books." It was made clear by the director of the New York Public Library, when the lectures were initiated five years ago, that the nature of the memorial was determined by the late R. R. Bowker's great contributions to co-operative efforts among the distributors of books. Of this work Alfred Harcourt said, when opening his lecture in the series:

Aside from his creation of an open-minded trade paper, *The Publishers' Weekly*, and the biographical aids which are part of the furniture of every library, bookstore, and publishing office, he was one of the founders of the American Library Association, the prime mover in the enactment of the International Copyright Act of 1891, and was largely responsible for the revised Act of 1909. He believed in books as part of the choice heritage of the race and in the fostering of their country-wide use through every agency of nation, state, and town.

The lecturers have so far been distinguished representatives of the older and middle generations of publishers; the topics chosen of wide interest; the sequence logical (the first two dealt with trade publishing, the last two with specialties); and each has been an important piece of thinking in its field. Made available in attractive booklets at a nominal price, the Bowker lectures on American publishing are, like the comparable Dent series in England, desirable accessions not only for institutions but for the private collections of librarians. They include the following:

- I. FREDERICK A. STOKES. *A publisher's random notes, 1880-1935*. Presented November 14, 1935. Printed in *Bulletin of the New York Public Library*, XXXIX (November, 1935), 843-61; also published separately at \$0.25. In print.
- II. ALFRED HARCOURT. *Publishing since 1900*. Presented December 9, 1937. Printed in the *Bulletin*, XLI (December, 1937), 895-905; also published separately at \$0.25. Out of print.
- III. FREDERICK S. CROFTS. *Textbooks are not absolutely dead things*. Presented December 8, 1938. Printed in the *Bulletin*, XLII (December, 1938), 895-905; also published separately at \$0.25. In print.
- IV. F. E. COMPTON. *Subscription books*. Presented December 7, 1939. Printed in the

Bulletin, XLIII (December, 1939), 879-94. The periodical publication is without illustrations; the separate (printed for the New York Public Library by F. E. Compton & Co., Chicago), has illustrations in text. Those copies distributed by the library are in plain brown covers; another issue, for private distribution, in white and decorated, has also a frontispiece portrait of Compton.

SIDNEY KRAMER

Library School
Louisiana State University

The church and adult education. By BERNARD E. MELAND. ("Studies in the social significance of adult education in the United States.") New York: American Association for Adult Education, 1939. Pp. vii+114. \$1.00.

This compact and readable little book is the result of a rather unusual study in which an investigator with a nose for facts gathered material and put it through a philosopher's mill. Thus, an important principle of evaluation was recognized—that the gathering of data requires objective scrutiny, but the significance of facts can be discovered only as they are assimilated to meanings that have emerged in history. The study is No. 16 in a list of twenty-two appraisals of distinct forms of adult education.

In addition to giving a bird's eye view of adult education activities by Protestant and Catholic churches and Jewish synagogues, Meland sets them in a perspective which seems to show that "the church and the synagogue are the strategic centers through which educational programs are being projected. The modern church is becoming an educating church." He recognizes the pressure of secular interest and undertakes to classify church activities in adult education under two heads: those that are distinctive of the function of the church and those which clearly overlap secular agencies. The larger part, he believes, may be regarded as in the distinctive field of the church.

One gains the impression that, as far as the Protestant churches are concerned, the author has been rather generous in his classification—at least, no clear philosophy of educational function on the adult level has been worked out. He does say that "the church forum appears to be a sporadic rival of . . . more carefully planned enterprises." To this reviewer it seems that a somewhat similar judgment could be made concerning many of the study groups that are being conducted.

The issue arising here is not that of "spiritual" and "secular," but of institutional function. It is a bit hard to see how one church can assimilate to its program of education and counseling courses in play-writing, speech development, mask-making, marionettes and puppets, eurythmics, and the like. Nowhere more than in its adult-educational program does the church need to clarify its idea of its own function.

Meland suggests—and with reason—that a definite purpose to indoctrinate or to promote church attendance may limit an educational program, but it is doubtful if the notion of “education for its own sake” is a valid or helpful one for the guidance of any institution. It may be contended with much force that the peculiar contribution of the church in adult education is in the exploration, from a particular viewpoint and with a particular philosophical background, of the meaning of the common life. In this way, perhaps, a “pluralistic” democratic culture is preserved within a framework of moral values.

The most important projects reviewed in this stimulating little book seem to be those which rest on the intimate relation between learning and social action. Here we see an ethical concern giving rise to investigation, with the free use of social-science techniques, followed by group action dictated by the purposes of a religious community.

F. ERNEST JOHNSON

*Teachers College
Columbia University*

The worker's road to learning. By T. R. ADAM. (“Studies in the social significance of adult education in the United States,” No. 21.) New York: American Association for Adult Education, 1940. Pp. v+162. \$1.25 (free to members).

In swiftly moving chapters the author traces the background of the workers' education movement in the United States, describes and relates the activities of labor unions, universities, and the private and public agencies engaged in the field. In addition, there are chapters on materials of instruction for workers and a forecast of the future of workers' education.

As the author points out, two sharply divergent views on the nature of workers' education are held, and they both center around its relationship to other educational programs. One group holds that workers' education is a part of adult education in its broadest aspects and is therefore subordinate to the broader program. Another group maintains that workers' education in itself constitutes a separate, unified program which is concerned with problems peculiar to workers as a group. However, both groups recognize that present educational facilities for workers are inadequate.

The author defends the position that workers' education should be a part of a general education because he thinks that the separatist movement in workers' education has little chance of succeeding. He is of the opinion that the stability of workers' education and equalization of educational opportunity will come only when publicly supported institutions, such as the university, are equipped to render increased services for the education of adult workers.

It is unnecessary to point out that the author's recommendations will not satisfy both schools of thought. However, whether his interpretation is dismissed as "reactionary" or is embraced as "sound," our knowledge and understanding of the extent and intent of workers' education in the United States have been increased.

The chapter, "Educational tools for workers," is most relevant to the relationship of the public library to the program. Herein the author discloses that the supply of suitable reading material is a major problem in all forms of workers' education in which the discussion method is employed, for the discussion should stimulate the student to go deeper into the problems only sketched in outline in the class. Although the author holds that "one of the practical tests of the successful operation of the discussion relates . . . to the quality and quantity of books that have been introduced to the attention of students by this process," he believes that available printed materials are inadequate and what is available has not been widely distributed. Public libraries, he thinks, "must be made the center of all reading activities" connected with the programs. "Methods and techniques of instruction are successful mainly according to their power to promote the eagerness and ability of the student to study printed material by himself."

The author proceeds to note the activities which the public library has performed creditably and the obstacles presented to effective library co-operation with workers' education programs: (1) Effective working relations between the public library and local W.P.A. programs have almost without exception been absent. (2) In most communities libraries have not centralized the books, pamphlets, and periodical materials useful for workers' classes. (3) Readers' advisory services, where offered, have facilitated directed reading for both individuals and groups. (4) In general, libraries have willingly served demands when they were made apparent. (5) A number of librarians in large cities have reported that their efforts to assist workers' groups have not always been well received. (6) The materials now provided for workers' education projects seem to be used as substitutes for reading material that should properly be obtained from public libraries. In this connection, the author states that the substitution of "tendentious and incomplete pamphlets for sober surveys is a betrayal of educational trust on the part of those directing an adult class of any social grouping."

The description and criticism of the programs of the various agencies engaged in workers' education and, more specifically, the suggestions advanced for the integration of the public library with the programs will be helpful to librarians interested in initiating or in intensifying their services to workers.

WALTER H. KAISER

*Muncie Public Library
Muncie, Indiana*

Dictionary of geological terms: exclusive of stratigraphic formations and paleontologic genera and species. C. MABEL RICE, Ann Arbor, Mich.: Edwards Bros., 1940. Pp. 461, \$6.00.

This is the first really inclusive geological dictionary in English. It is the result of almost twenty years of careful, intelligent compilation from the most reliable sources, but, unlike most dictionaries, this one gives full credit to the author of each term, and, in case of a conflict of opinion on its meaning or a question of priority, that information is given. Over ten thousand terms are defined and arranged alphabetically. When Miss Rice was unable to find the original definition of a term, she formulated one that met with the approval of the member of the Princeton University department of geology in whose field the term lay.

The fields of general geology, structural geology, economic geology, physiography, glacial geology, petrology, mineralogy, evolution, invertebrate and vertebrate paleontology, stratigraphy, and geophysics are covered. The terms defined are underlined, and following the definition is the name of the authority quoted. If two or more works or editions by the same author have been used as sources, a key number follows the name. At the beginning of the dictionary is a list of "Authors quoted" with their full names and with the titles of books or papers written by them with publishers and date, and, in case the publications contained glossaries, the inclusive pagination is given. Terms characteristic of certain countries are so indicated—for example, "*dandered coal*. (Scotland) Coal burned by, and generally mixed with, trap rock. See also *natural coke*. (Fay)."

The preparation has been done by one who early saw the need of a "handy book" and who, immediately, in the midst of constant research and daily practical application, began the compilation. The result of the tremendous task will be welcomed by librarians, by men working in the fields covered by the dictionary, and by the interested layman.

MALCOLM YOUNG

Princeton University Library

How to work with people: scientific methods of securing co-operation. By SUMNER HARWOOD. Cambridge, Mass.: Cambridge Analytical Services, 1940. Pp. 197. \$2.50.

The chief value of this book lies in its approach to personnel problems. The usual treatise on personnel work is written for the administrator and tries to present the problem of personnel as a problem concerned with the establishment of managerial control over workers in a co-operative enterprise. The author of this volume approaches personnel work as a study in co-operation. This makes it possible to examine the phenomena of control from the broader standpoint of social relations.

In addition, the author writes for the layman rather than for the specialist. His language is nontechnical; his illustrations are simplified; his bibliography is selective rather than exhaustive; and his attitude is expository rather than inquiring.

In considering how to work with people from these standpoints, the author examines three elements in co-operation: understanding, agreement, and co-ordination. He then considers the factors in the establishment of co-operation: obligation and coercion, incentives, and toleration. In a third division he considers the co-operative group under the headings: "Natural co-operation," "The executive as an agent of the group," "Group powers and organization," "Methods of fostering co-operation," and "Characteristics of the co-operative person." The value of the book is enhanced by a co-operative measurement test which is included in an appendix and which is designed to evaluate both the ability to co-operate and the ability to secure co-operation from others.

Although the book will prove valuable as an introduction to the study of co-operation and personnel work for those who are not already familiar with the field, it is not an important book. It has some evidence of lack of thoroughness in preparation, as, for example, when it omits any reference to Cleeton's *Executive ability* (Yellow Springs, Ohio: Antioch Press, 1934) either in the chapter on "The executive as an agent of the group" or in the Bibliography; and there is no index. This last omission is mitigated to some extent by the inclusion of section headings under the chapter headings in the Table of Contents and by the fact that the book is evidently intended for reading rather than for reference.

PAUL HOWARD

Enoch Pratt Free Library
Baltimore, Maryland

The feminine fifties. By FRED LEWIS PATTEE. New York: D. Appleton-Century, 1940. Pp. xii+338. \$3.00.

"A d—d mob of scribbling women," was Hawthorne's verdict upon the literatae of mid-nineteenth-century America; and a similar pronouncement, no less harsh, may well be the considered judgment of future generations upon the "decade-ent" school of historians that plagues our own era. For historical writing, if it is to preserve the sanity of its perspective, can scarcely characterize the periods of which it treats as being merely "yellow," "mauve," "brown," "romantic," "naughty," or "gay." Yet Professor Pattee vigorously defends this new genre and urges the "need in these journalistic, surface-skimming days for the intense study of narrowly restricted areas, for grubbing work to expose the tap-roots of movements and things" (p. vii.). But "journalistic surface-skimming" is exactly what Pattee has given the reader in *The feminine fifties*. "The intense study of narrowly restricted areas" is certainly needed,

but its objective is not to be achieved by a method that relentlessly butchers the historical continuum upon the procrustean bed of the decade. History does not classify itself into discrete ten-year intervals, and he who would adopt such an approach must more than once use his heel upon his materials if they are to be forced into the decennial pattern. Even Pattee balks at interpretation that would present an era in terms of a single adjective. The "forties," he discovers, were not always "roaring," and the "nineties" were not always "gay." Hence, with a keen ear to alliteration, he finds the "fifties," at once "fervid, fevered, furious, fatuous, fertile, feeling, florid, furbelowed, fighting, and funny" (p. 3), a complexity that he unifies through the insistence upon a common denominator—"feminine"!

The feminine fifties is by no means as absurd a performance as all this might indicate. It is a readable book, amusing, entertaining, casual, even—in a very restricted sense—illuminating. It will not satisfy the scholar, as it is manifestly incomplete as a social study. It is descriptive rather than interpretative. It suffers badly from inadequate documentation. Though its pages are filled with important quotations there are but seven citations in the entire book, and two of these refer to earlier writings of Pattee. Too often it strives for effect through an excessive use of the aphorism and the cliché. New England is either "flowering" or "going to seed." One scarcely needs to be reminded so often that "the Brahmins had no sons—only daughters." Surely, we could have been spared the observation that the ephemeral fiction of the fifties had "gone with the wind"! As historical writing the book is almost as "fevered, furious, and furbelowed" as the age it portrays. Yet within these limitations the volume is important for the highlights it throws upon popular taste during a period of American social development that has not yet received adequate interpretation—one that has been too strongly regarded as "the decade before the Civil War."

Professor Pattee quite rightly demonstrates that the fifties were years seething with hatreds and with clumsy compromises; emotionalism was rampant, and from it grew a mob hysteria that quite naturally kindled a conflagration that but a few years later was to burst forth as the war between the states. In our present-day enthusiasm for the inherent genius of *Moby Dick*, *The scarlet letter*, and *Leaves of grass* we are likely to forget that the same decade produced *The lamplighter*, *The wide, wide world*, a flood of gilded gift books, and the tear-drenched pages of *Fern leaves from Fanny's portfolio*. Though this was the period of the Lincoln-Douglas debates, the beginnings of the long struggle for woman's suffrage, and the formation of the Republican party, the hordes of "scribbling women"—poetesses and lady novelists alike—were pouring forth an incredible torrent of sentimentality, and an eager public was avidly devouring such tales as *The gunmaker of Moscow*, *Karmel the scout*, *The mystic bride*, while ever demanding more.

To the student of early library development the period is particularly significant. Primarily, it represented the true beginnings of the movement for general tax support for public libraries. During the late forties and early fifties came the first permissive legislation for public library establishment, and in its wake an onrush of municipal libraries of which that at Boston was the morning star. Reading was popular to a degree unknown before. Dickens had prepared the public appetite for the sentimental and in so doing had laid well the foundations for the future best seller. On December 12, 1850, Putnam published Susan Warner's *Wide, wide world*, which in three months sold fifteen hundred copies and by 1852 was in its fourteenth printing. Maria Cummins' *The lamplighter* sold forty thousand copies in its first eight weeks. The goody-goody inanity of *Fern leaves*, by that "incredible vacuum in the history of American letters," Sara Payson Willis, brought a popularity that quickly sold over seventy thousand copies, while *Uncle Tom's cabin* passed the million mark nine months after its first publication. The day of the best seller had begun! About these central figures stretched a seemingly limitless host of dabblers in the sentimental: Sara Jane Clarke, Ann Stephens, Augusta Jane Evans Wilson, Sarah Josepha Hale, and Emma Dorothy Eliza Nevitte Southworth, to name but a few.

Damn such scribbling as one may, yet in its very popularity are to be found the real roots of the modern public library. To provide such fourth-rate trash for the amusement of its citizenry many a village has willingly taxed itself—all in the name of promoting "industry, piety, and morality." Early in the fifties the editor of *Harper's magazine* was complaining:

Literature has gone in pursuit of the million, penetrated highways and hedges, pressed its way into cottages, factories, omnibuses, and railroad cars, and become the most cosmopolitan thing of the century. The working man considers cheap literature a domestic necessity, and he enters it, like bread and raiment, on the account current with his pocket [p. 72].

Doubtless, too, in the popularity of these literatae lies much that will explain the excessive feminization of American culture. An expanding industrial economy brought with it two forces that contributed to this phenomena. First, men were drawn off into business and the professions in the driving urge for the accumulation of wealth, while for a time, at least, the women remained at home to read as they could. But a second development again changed the picture. With the rise of the factory system in the mill towns of New England came the demand for girls to tend the spindles, so that to Lawrence, to Lowell, to the mills along the Merrimack came girls who, like their brothers before them, left the farm to seek fortune in the city. The change brought an increased demand for a sentimental type of fiction that would bring to these girls a vicarious escape from the neuroses that cluster about the artificiality of factory life. Willis saw it clearly, for, as he wrote in his *Home Journal*, in 1852:

While the boys of our country are educated over-practically, the girls are educated over-sentimentally. The universality of cheap and trashy novels impairs both the relish and the right appreciation of the companionship which falls in their way; and no one of them, for some brief period, feels herself properly mated. Hence a stage of girlhood, which is a struggle to build a romance upon commonplace intercourse [pp. 52-53].

But more important still, this new industrialism completely demolished the earlier social barriers against woman's economic self-sufficiency. With the destruction of these taboos women naturally turned toward those forms of activity that not only promised remuneration but would preserve "gentility" as well. For such as these the growing public-school system, authorship, and the newly evolved library offered real rewards. Small wonder that the school-room and the public library were soon eagerly sought as quite proper places for the exercise of woman's newly discovered economic powers.

In the limited space of this review one can but hint at the potentialities inherent in a thorough investigation of the social history of the fifties, although perhaps enough has been said to suggest the value of such a study. It is to be regretted that Pattee has not dug more deeply into this fertile soil, but at least it is cause for satisfaction that his scratching of the surface reveals the richness of the earth below.

J. H. SHERA

Graduate Library School
University of Chicago

The agrarian revival: a study of agricultural extension. By RUSSELL LORD.
("Studies in the social significance of adult education in the United States.") New York: American Association for Adult Education, 1939.
Pp. vii+236. \$1.50.

According to its Foreword this book is "an account of action teaching in the open country of the United States." While it is not in any sense a systematic history of the service, it does comprise a readable and interesting overview of the agricultural extension movement from its beginnings as a public enterprise. The author tells his story by means of a series of thumbnail sketches of agricultural leaders, interspersed with brief editorial reflections of his own. Anecdotes concerning the struggles of early pioneers in the service and personal impressions of contemporary county agents give vitality to the pictures he presents. The sketch of Secretary Wallace is especially human and characteristic of his style at its best.

The internal conflicts within the Department of Agriculture and the fundamental differences arising between federal and local agricultural agencies are aired freely, yet impartially, on the whole. The story of the World War overproduction and its disastrous effect on farm land and on the whole agricultural

economy of the nation is told briefly yet effectively, as is the story of the New Deal's "Triple-A" and its "gentle rain of checks."

The book, as a whole, is both interesting and enjoyable in its own right. While its library implications, though not dealt with *per se*, may be said to exist, they are of but incidental concern to Mr. Lord. However, one cannot but regret that he failed to give more consideration to a matter which was avowedly of primary interest to the sponsors of the book—i.e., the social significance of the agricultural extension program as a medium for adult education in the United States.

EDWARD B. STANFORD

*Graduate Library School
University of Chicago*

BOOK NOTES

The Princeton University Library chronicle, Vol. I, No. 1 (November, 1939). Princeton: Princeton University Press, 1939. Pp. 40. \$2.00 (subscription price per year).

This *Chronicle* is published quarterly by the "Friends of the Princeton Library," whose earlier publication, *Biblia*, is, with the beginning of its eleventh volume, now a department of the *Chronicle*. Another regular department is "Library notes and queries." The purposes of the new publication as stated by Lawrence Thompson, editor, are three: to serve the interests of the "Friends" (to whom it is issued without charge) by recording and describing important library accessions; to survey the existing special collections of the university; and to publish bibliographical and library researches which, although based on the Princeton collections and special exhibitions, have a general interest. The publication of separate catalogs of library exhibits will be discontinued.

The content of the first issue is surely of interest to bookmen outside the Princeton circle. Professor Gilbert Chinard describes the recent gift to Princeton University Library of the manuscripts and maps made by Alexandre Berthier during his service on the staff of Marshal Rochambeau in America in 1781 and 1782. As the first of the accounts of "Special collections at Princeton," Professor W. Frederick Stohman relates how the Marquand Art Library grew from the private library of Allan Marquand, who "shared with Charles Eliot Norton of Harvard the distinction of introducing the serious study of art history into the curricula of American colleges." The longest contribution is a delightful article by Professor Frank Jewett Mather, Jr., on "Winslow Homer as a book illustrator." This has half a dozen illustrations in the text, and a bibliographical check list of seventy-five Homer illustrations in books is added. A small number of copies of the check list were separately printed.

The reader's guide to collecting. ("Readers' guide," No. 35.) London: Library Association, County Libraries Section, 1940. Pp. 28.

This is the latest of the small book lists published by the Library Association. It makes no attempt to be exhaustive, and, especially under "Pictures," the bibliography seems inadequate. However, these book lists have been compiled mainly from the standpoint of availability and interest. As stated in the "Note to the reader": "As far as possible books have only been included which are likely to be obtainable through your library, although some of them are out-of-print and may have to be borrowed from other libraries."

There are book lists in this pamphlet for all the popular collector's items as well as a very limited general list at the beginning. Very few American books are included, so that it is doubtful if the pamphlet would be particularly useful to an American collector or librarian.

"Electrical engineering" is the subject of the next book list to be published by this association.

BOOKS RECEIVED

The following publications have been received at the office of the *Library quarterly*:

- America then and now.* By EDNA MCGUIRE; with pictures by GEORGE M. RICHARDS. New York: Macmillan, 1940. Pp. viii+437. \$1.40.
- Anonym- og pseudonym-lexikon: for Danmark og island til 1920 og Norge til 1814, Part 6.* By H. EHRENCRON-MULLER. Kobenhavn, Denmark: H. Hagerup, 1940. Pp. 321-91.
- Banking and financial subject headings for bank libraries and financial information files.* Compiled by A COMMITTEE OF THE FINANCIAL GROUP, SPECIAL LIBRARIES ASSOCIATION, 1940. Pp. vi+98. \$4.00.
- Buying list of books for small libraries.* Compiled by MARION HORTON. 6th ed. Chicago: American Library Association, 1940. Pp. viii+143. \$1.75; ten or more, \$1.50 each.
- Catalog of reprints in series, 1940.* Compiled by ROBERT M. ORTON. New York: H. W. Wilson, 1940. Pp. xx+151. \$3.50.
- Catalogue of the autograph collection of the University of Rochester.* Compiled by ROBERT F. METZDORF. Rochester, New York: University of Rochester Library, 1940. Pp. 176. Cloth, \$2.00; paper, \$1.00.
- The Catholic periodical index: a cumulative author and subject index to a selected list of Catholic periodicals, 1939.* Edited by LAURENCE A. LEAVEY. New York: H. W. Wilson, 1940. Pp. viii+348. Sold on service basis.
- Checklist, free and low-cost books and pamphlets for use in adult education: exhibited at the fifteenth annual meeting of the American Association for Adult Education.* New York: American Association for Adult Education, 1940. Pp. 23. \$0.15 (planographed).
- A check-list of foreign directories of the medical and some allied professions, 1930-1940.* Compiled by IRENE MACY STRIEBY. (Reprinted from *Bulletin of the Medical Library Association*, XXVIII [June, 1940], 205-18.)
- The Concord saunterer.* By REGINALD LANSING COOK. Middlebury, Vt.: Middlebury College Press, 1940. Pp. ix+91. \$1.25.
- County libraries in Great Britain and northern Ireland: statistical report, 1938-39.* London: Library Association, County Libraries Section, 1940. Pp. 48.
- Culture, revue trimestrielle: sciences religieuses et sciences profanes au Canada.* Vol. V, No. 2 (June, 1940). Quebec: L'Association de Recherches sur les Sciences Religieuses et Profanes au Canada, 1940. Pp. 129-272+[25]. \$0.60 (subscription price per year, \$2.00; students, \$1.00).

- The dynamics of war and revolution.* By LAWRENCE DENNIS. New York: Weekly Foreign Letter, 1940. Pp. xxxi+259. \$3.00.
- Folkways: a study of the sociological importance of usages, manners, customs, mores, and morals.* By WILLIAM GRAHAM SUMNER. Boston: Ginn & Co., 1940. Pp. xiv+692. \$4.00.
- The fundamentals of business training.* By RAYMOND C. GOODFELLOW. New York: Macmillan, 1940. Pp. x+515. \$1.80.
- The Kress Library of Business and Economics catalogue: covering material published through 1776 with data upon cognate items in other Harvard libraries.* Boston: Harvard Graduate School of Business Administration, 1940. Pp. x+414. \$5.00.
- Library personnel and training agencies in Michigan: a survey for the Board of Education for Librarianship of the American Library Association.* By JOHN S. CLEAVINGER. Chicago: American Library Association, 1940. Pp. 106. \$1.25.
- A list of books for a college student's reading: being the Trinity booklist.* Edited by HARRY TODD COSTELLO. 3d ed. rew. ("Trinity College bulletin," n.s., XXXVII, No. 2 [April, 1940].) Hartford: Trinity College, 1940. Pp. 125.
- A list of incunabula in Ann Arbor, June, 1940.* Ann Arbor: University of Michigan Press, 1940. Pp. 32.
- Natural history index-guide.* Compiled by BRENT ALTSHELER. 2d ed. rev. and enl. New York: H. W. Wilson, 1940. Pp. 583. Sold on service basis.
- Notes used on catalog cards: a list of examples.* Compiled by OLIVE SWAIN. Chicago: American Library Association, 1940. Pp. viii+102. (Plano-graphed.)
- Pages from the Gutenberg Bible of 42 lines: 25 facsimiles from the copy in the General Theological Seminary, New York.* With Introduction and notes by OTTO W. FUHRMANN. New York: H. W. Wilson, 1940. Pp. [vi]+25 pl. \$3.50.
- The past lives again.* By EDNA MCGUIRE; with pictures by GEORGE M. RICHARDS. New York: Macmillan, 1940. Pp. [x]+449. \$1.40.
- Sarmiento: a chronicle of inter-American friendship.* By MADALINE W. NICHOLS. Washington, D.C.: Privately printed by the author, 303 B St., S.E., Washington, D.C., 1940. Pp. 81. \$1.00.
- Six Scandinavian novelists: Lie, Jacobsen, Heidenstam, Selma Lagerlöf, Hamsun, Sigrid Undset.* By ALRIK GUSTAFSON. Princeton: Princeton University Press, 1940. Pp. 367. \$3.50.
- Tentative law classification scheme with annotations.* Washington, D.C.: Department of Justice Library, 1940. Pp. [ii]+16. (Mimeographed.)
- Using books and libraries.* By ELLA V. ALDRICH. New York: Prentice-Hall, Inc., 1940. Pp. vii+86. \$0.75.
- Who was when? A dictionary of contemporaries.* By MIRIAM ALLEN DE FORD. New York: H. W. Wilson, 1940. Pp. 160. \$4.75.

- Workbook to science for daily use.* By RALPH K. WATKINS and WINIFRED PERRY. New York: Macmillan, 1940. Pp. iv+116.
- Workbook to science for human control.* By RALPH K. WATKINS and WINIFRED PERRY. New York: Macmillan, 1940. Pp. iv+122.
- Workbook to understanding science.* By RALPH K. WATKINS and WINIFRED PERRY. New York: Macmillan, 1940. Pp. v+106.
- The world agricultural situation in 1938-39.* By INTERNATIONAL INSTITUTE OF AGRICULTURE. Rome: Villa Umberto I, 1940. Pp. [viii]+373.
- World trade in agricultural products: its growth; its crisis; and the new trade policies.* By L. B. BACON and F. C. SCHLOEMER. Rome: International Institute of Agriculture, 1940. Pp. xix+1102.

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